FOLIA FRUCTUS
HARRY A. SPRAGUE
· LIBRARY ·
ONTCLAIR STATE
COLLEGE
PPER MONTCLAIR, N. J.

Digitized by the Internet Archive
in 2013

http://archive.org/details/annualreportofne00newj_27

STATE TEACHERS COLLEGE AT MONTCLAIR

TABLE OF REPORTS

	Page
President	1
Dean of Instruction	38
Registrar	51
College High School	60
Dean of Women	63
Librarian	84
Medical Department	94
College News Bureau	96
Bureau of Field Studies	98
Department of Business Education	104
Department of English	109
Department of Geography	125
Department of Integration	127
Department of Languages	150
Department of Mathematics	158
Department of Music	164
Department of Physical Education for Women	171
Department of Science	174
Department of Social Studies	188
Director of Personnel and Research	194
Summer, Part-Time, and Extension Division	205

ANNUAL REPORT FOR THE NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

FOR THE SCHOOL YEAR 1944-1945

To the Commissioner of Education:

I have the honor to present the following report of the work of the New Jersey State Teachers College at Montclair for the year 1944-1945. Accompanying this report will be found the annual reports of the various departments and agencies of the college.

The President's reports for the past five years have given emphasis to the following:

1939-1940:	Faculty research studies, publications and membership in learned societies
1940-1941:	Scholastic developments and college standards
1941-1942:	Teacher education in relation to war time needs
1942-1943:	Special study of student enrollment and related problems
1943-1944:	Building facilities for the college

For the year 1944-1945 attention will first be given to teachers' salaries. This will be followed by brief references to the topics of other years considered in their relation to the present situation.

I. COLLEGE DEVELOPMENTS

A. Teachers' Salaries

Years of depression, war, income taxes and increasing costs of living without salary increases were conducive to producing a somewhat low morale among faculty members. For this reason one of the important developments of the year concerned salary adjustments and salary increases.

During the year Commissioner John H. Bosshart appointed a salary committee of about fifteen members representing the faculties of the colleges, the presidents, the State Department and the State Board of Education. Dr. Bosshart acted as Chairman and Dr. Elsbree of Teachers College, Columbia University, was engaged by the Association of State Teachers Colleges of New Jersey to act as specialist and counsellor. This committee met during the year to discuss policies and procedures. Dr. Howard F. Fehr made a comprehensive study of salaries paid in the colleges and secondary schools of New Jersey and in colleges in various parts of the United States. This together with recommendations and the final outcome of the committee's action is attached herewith. These data and regulations show that a salary schedule similar to the one prepared in 1929 was approved and adopted. Later the Governor recommended

salary increases and adjustments and by action of the Legislature adjustments and increases were provided. Such adjustments were granted to individual faculty members as would bring each to the minimum of his range on the salary schedule and in accordance with rank. Increases were also granted in accordance with state regulations. Furthermore, adjustments and increases were made retroactive to December 1, 1944. Commissioner Bosshart of the State Department, Dr. Fehr of Montclair and Dr. Carpenter of the Civil Service Commission were largely responsible for this achievement.

As a result of salary adjustments and increases the following salary changes were made at Montclair State Teachers College:

Average salary paid Sept. 1944	$328.95 per month
" " " June 1945	$361.28 " "
No. who received adjustments	44 faculty members
Average monthly adjustment	$ 33.13
No. who received increases	29 faculty members
Average monthly increase	$ 17.73

It should be noted that the salary schedule sets up certain limitations as to the number or proportion of a college faculty which may be classified in the various professorial ranks. The limitations read as follows:

> "Not more than 25 per cent of the faculty shall be professors. Not more than 40 per cent shall be professors and associate professors. Not more than 75 per cent shall be professors, associate professors, and assistant professors."

The classification of faculty members in accordance with rank will be reported in each subsequent annual report and also to the college faculty. In June 1945 the classification was as follows:

Rank	Number	Percent
Professors	9	14.7%
Associate Professors	19	31.1%
Assistant Professors	16	26.2%
Instructors	14	22.9%
Assistant Instructors	3	4.9%

The above classification includes teachers on military leave and does not include part-time teachers.

B. Enrollments

Complete enrollment data is given in Tables I - XIII which follow. Summary Table No. XIII shows a general decline in enrollment from 1940-1941 to 1943-1944 and marked increase in regular undergraduate and part-time and extension enrollment for 1944-1945. As of September 1943 to September 1944 the increase in regular undergraduate enrollment was

20 per cent. The general decrease in summer session and part-time enrollment was due quite largely to war time conditions with shortages in automobile tires and gas. A comparative study of part-time, extension and summer session enrollment may be found in Table XII.

A study of enrollment trends and other factors affected by acceleration may be found in the Registrar's Report. Though there is still a shortage of teachers in certain secondary fields, this report tends to indicate that the accelerated program might well be discontinued in the near future.

Throughout the period of the war the number of matriculants for the Master's Degree and the number graduating with the Master's Degree declined rapidly. In 1940-1941 there were 489 matriculants and 76 graduates. In 1944-1945 there were 357 matriculants and 25 graduates. See Table IX and X for further information.

Table No. I shows the distribution of men and women students over the four classes of the college course throughout the five year period. It is interesting to note that the number of freshmen admitted over the five year period increased from 171 to 229 from 1940-1941 to 1944-1945 and that there was a general increase each year with the exception of the year 1943-1944. In spite of this fact it will be noted in the same table that the total enrollment decreased gradually from 1940-1941 through 1943-1944. This apparent discrepancy is due to two factors: first, the college could not exercise its usual holding power during the war period; second, as a result of acceleration students were graduated more rapidly than they were admitted. Another result of war time conditions may be noted in Table II which indicates clearly that the number of students from nearby counties increased, while the enrollment from more remote counties tended to decrease.

Tables No. III and IV deal with admissions to college and indicate that the increase in number of freshmen admitted each year is due in large part to the fact that freshmen were admitted not only in September and January but also in May for the accelerated program. The number of students on advanced standing remained about the same throughout the five year period and, as in previous years, transfers were largely to the sophomore and junior classes. As would be expected, Table No. V shows that the greatest number of withdrawals from college were for military service and employment. Withdrawals for military service were highest in 1942-1943; they totalled 91. The total for the five year period was 149. Withdrawals for employment were comparatively high during the years from '41 to '44. It is interesting to note that of the total of 410 withdrawals during the five year period there were nearly as many women who withdrew as men. This suggests that the results of the draft were counter-balanced somewhat by the fact that there were ten times as many women subject to withdrawal as men and that they too were affected by many unpredictable factors. Many students who withdrew (both men and women) are now applying for readmission.

10 per cent. The general increase in summer session and part-time enrollment was due quite largely to war time conditions with shortages in automobile tires and gas. A comparative study of full-time, part-time, and summer session enrollment may be found in Table III.

A study of enrollment trends and other factors affected by acceleration may be found in the Registrar's Report. Though there is still a shortage of teachers in certain secondary fields, this report seems to indicate that the accelerated program might well be discontinued in the near future.

Throughout the period of the war the number of matriculants for the Bachelor's Degree and the number graduating with the Bachelor's Degree declined rapidly. In 1940-1941 there were 470 matriculants and 78 graduates. In 1944-1945 there were 297 matriculants and 45 graduates. See Table II and X for further information.

Table No. I shows the distribution of men and women students over the four classes of the college course throughout the five year period. It is interesting to note that the number of freshmen admitted over the five year period increased from 171 to 223 from 1940-1941 to 1944-1945 and that there was a general increase each year with the exception of the year 1943-1944. In spite of this fact it will be noted in the same table that the total enrollment decreased gradually from 1940-1941 through 1943-1944. This apparent discrepancy is due to two factors; first, the college could not maintain the usual holding power during the war period; second, as a result of acceleration students were graduated more rapidly than they were admitted. Another result of war time conditions may be noted in Table II which indicates clearly that the number of students from nearby counties increased, while the enrollment from more remote counties tended to decrease.

Tables No. III and IV deal with admissions to college and indicate that the increase in number of freshmen admitted each year is due in large part to the fact that freshmen were admitted not only in September and January but also in May for the accelerated program. The number of students on advanced standing remained about the same throughout the five year period and, as in previous years, transfers were largely to the sophomore and junior classes. As would be expected, Table No. V shows that the greatest number of withdrawals from college were for military service and employment. Withdrawals for military service were highest in 1942-1943 when they totaled 97. The total for the five year period was 149. Withdrawals for employment were proportionately high during the years from '41 to '44. It is interesting to note that of the total of 410 withdrawals during the five year period there were nearly as many women who withdrew as men. This suggests that the morale of the women was considerably shaken by the fact that their men were the first to be subject to enlistment at the [illegible] that they too were affected by many unpredictable factors. Many students who withdrew (both men and women) are now applying for readmission.

A review of the data relative to enrollments in fields of specialization indicates but few deviations from enrollment trends. This may be noted most clearly in Table No. VII. The only exceptions are in the fields of business education and music. Enrollment of business education majors decreased from 103 in 1941-1942 to 47 in 1944-1945, due as it seems to the fact that the secondary education major in business education has been added to the curriculum at Paterson State Teachers College, which is about seven miles away. Compensation for this is found in the fact that a full music major has been established at Montclair during the past year, which prepares music teachers for the junior and senior high schools.

C. Teacher Education in Relation to War Time Needs and Post-War Problems

The demand for war time courses such as the College had instituted over a period of three yearshas decreased markedly. During the year the College faculty has been studying post-war problems and the place and function of teacher education in relation to these problems. There is a tendency to believe that wars tend to multiply problems and make them more complex. There is also a definite feeling of responsibility on the part of the teachers college for preparing junior and senior high school teachers who can give their students such ideas, understandings, beliefs and attitudes as may help them to arrive at well-balanced judgment relative to the complicated post-war problems. The study of this responsibility of the teachers college was getting well under way during the latter part of the year. Organizations were provided for the study and discussion of inter-cultural relations. The Bureau for Inter-Cultural Education held its national meeting on campus and published its report called, "The Montclair Conference on Workshop Planning." The work of the China Institute organized in 1943-1944 was carried on into 1945, and discussions were held relative to the effect which national and international problems such as the following should have upon course of study revision and the organization of new courses.

1. The United Nations Charter
2. Economic and Trade Relations
3. International Diplomacy
4. Technology and Unemployment
5. Wage Levels and Production
6. Labor and Management
7. Intercultural Relations
8. Causes and Effects of Propaganda
9. Inflation and Price Control
10. Nationalism and the World State
11. The Democratic Ideals of Freedom and Justice

D.

D. Faculty and Students

During the past year the College has found it quite difficult to maintain its standards. It has felt the pressure of the teacher shortage and has tended to be slightly less strict in applying admission requirements. It has also lost a number of faculty members who have held positions of importance and gained distinction. As the holding power of the College and

the number of candidates for admission increases, the College will resume its previous standards of admission. Furthermore, with the improved salary conditions and the release of some of our best men from overseas education and military service, the College should resume and maintain its standards of instruction. During the past year the College has been fortunate in securing the services of new professors of outstanding qualities and leadership. When the present international crisis is over, the College may be justified in conserving its own strength.

E. Buildings

The Annual Report for the year 1943-1944 presented a complete discussion of the building situation at Montclair. It brought out the fact that in 1929 the College and the State had set up a 15-year building program, that in accordance with this program appropriations were made, and that while these appropriations showed a clear recognition of Montclair's needs, they were rescinded because of emergencies of the depression. Since that time the College has broadened its program, increased its enrollment until it is now desperately in need of increased and improved physical facilities.

The building program of 1929 called for: 1. auditorium and classroom building, 2. science building, 3. health and physical education building, and 4. men's dormitory. The fact that the College has been able to get along without an auditorium and without adequate classroom facilities provides no evidence that it can and should continue to do so. Rather it suggests that some delayed help should be forthcoming. This is especially true at the present time when we are facing marked increases in enrollment and extraordinary services to servicemen. (See report on Buildings for 1943-1944).

II. RECOMMENDATIONS

The major recommendation for the State Teachers College at Montclair is that the building program be resumed. There is no other need that is in any way comparable to this.

III. STAFF CHANGES

New Appointments to the Faculty

Messick, John D.	Dean of Instruction & Professor of Integration
Spears, Harold	Professor, Head of Dept. of Integration
Link, Eugene	Assistant Professor of Social Studies
Fox, L. Howard	Instructor in English
Pratt, Gladys	Instructor in Physical Education

New Office Staff Members

Ives, Roma	Secretary, College High School
Baumann, Grace	Secretary, Integration Department
Crowell, Katherine L.	Assistant to Dean of Women
Strandberg, Jeanne	Clerk-Stenographer, Business Office
Wiersma, Dorothea	Clerk, Registrar's Office
Spengeman, Esther B.	Secretary to Dean of Instruction
Jones, Barbara B.	Secretary to Dean of Instruction

Withdrawals from the Faculty

Cayley, Harry G.	Assistant Professor of English
Nickerson, Paul	Associate Professor of English
Geigle, Francis	Professor, Head of Dept. of Business Education
Pittser, Chester M.	Assistant Professor of Physical Education
Marshall, Charlotte	Registrar
Derrick, Robert	Part-time Instructor in Music
Nallin, Walter	Part-time Instructor in Music
Pavlin, David	Part-time Instructor in Physical Education
*Davis, David	Associate Professor of Mathematics
*Hadley, Charles	Associate Professor of Science
*Hamilton, W. Paul	Associate Professor of English
*McLachlan, Robert	Associate Professor of Science
*Voliva, Richard	Instructor in Physical Education
*Partridge, E. DeAlton	Associate Professor of Integration
*Pettegrove, James	Assistant Professor of English

Withdrawals from Office Staff

Ives, Roma	Secretary, College High School
Wiersma, Dorothea	Clerk-Stenographer, Business Office
Spengeman, Esther B.	Secretary to Dean of Instruction
Jones, Barbara B.	Secretary to Dean of Instruction

* In Military Service

DATA ON ENROLLMENT

Table I - Enrollment in Freshman, Sophomore, Junior, and Senior Classes by Men and Women for the Five Year Period Beginning February 1, 1941, and Ending February 1, 1945.

	1940-1941	1941-1942	1942-1943	1943-1944	1944-1945
FRESHMEN					
Men	51	55	58	23	39
Women	120	129	165	186	190
Total	171	184	223	209	229
% of Grand Total	26%	29%	38%	37%	35%
SOPHOMORES					
Men	53	50	42	18	14
Women	112	114	130	161	176
Total	165	164	172	179	190
% of Grand Total	25%	26%	30%	32%	29%
JUNIORS					
Men	61	53	10	3	4
Women	94	104	35	62	125
Total	155	157	45	65	129
% of Grand Total	24%	24%	8%	12%	19%
SENIORS					
Men	53	49	39	5	9
Women	111	87	103	103	106
Total	164	136	142	108	115
% of Grand Total	25%	31%	24%	19%	17%
GRAND TOTAL	655	641	581	561	663

Table II - Enrollment by Counties for the Period from February 1, 1941 to February 1, 1945.

46

	1940-1941			1941-1942			1942-1943			1943-1944			1944-1945			County	% of
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	Totals	G.T.
Atlantic	2	7	9	4	4	8	3	1	4	-	2	2	-	3	3	26	.8%
Bergen	29	55	84	29	52	81	19	38	57	2	65	67	6	74	80	369	11.8
Burlington	1	3	4	1	2	3	-	2	2	-	2	2	-	2	2	13	.4
Camden	1	8	9	1	7	8	1	5	6	-	5	5	-	4	4	32	1.0
Cape May	-	1	1	-	1	1	1	1	2	-	1	1	-	-	-	5	.1
Cumberland	-	6	6	1	5	6	-	5	5	-	6	6	-	8	8	31	.9
✓ Essex	97	152	249	87	152	239	69	176	245	25	197	222	26	229	255 340	1210	39.0
Gloucester	1	1	2	1	1	2	-	2	2	-	2	2	-	-	-	8	.2
Hudson	21	40	61	19	47	66	14	48	62	8	51	59	15	59	74	322	10.3
Hunterdon	1	2	3	1	2	3	-	-	-	-	-	-	-	1	1	7	.2
Mercer	1	1	2	2	1	3	-	1	1	-	1	1	-	1	1	8	.2
Middlesex	5	3	8	4	6	10	2	6	8	-	7	7	-	6	6	39	1.2
Monmouth	6	15	21	5	15	20	5	11	16	1	10	11	1	12	13	81	2.6
Morris	6	26	32	5	20	25	4	13	17	1	9	10	1	11	12	96	3.0
Ocean	2	2	4	1	5	6	-	4	4	-	5	5	-	2	2	21	.6
Passaic	29	65	94	24	61	85	20	70	90	11	97	108	15	122	137	514	16.5
Salem	-	-	-	-	1	1	-	1	1	-	1	1	-	1	1	4	.1
Somerset	2	6	8	4	5	9	5	6	11	-	3	3	-	7	7	38	1.2
Sussex	-	6	6	-	3	3	-	4	4	-	6	6	-	8	8	27	.8
Union	13	36	49	15	41	56	6	35	41	1	40	41	2	41	43	230	7.4
Warren	1	2	3	2	4	6	-	3	3	-	2	2	-	4	4	18	.5
Out-State	0	0	0	0	0	0				0	0	0	0	2	2	2	.0
TOTALS	218	437	655	206	435	641	149	432	581	49	512	561	66	597	663	3101	98.8%
% Decrease or Increase			-8%			-2%			-10%			-4%			+18.2%		

Table III - Number of Freshmen Admitted over Five Year Period

Year	Men	Women	Total
1940-1941	52	126	178
1941-1942	56 (Sept - 48 Feb. - 8)	135 (Sept - 130 Feb. - 5)	191
1942-1943	68 (Jan - 14 May & Sept - 54)	177 (Jan. - 27 May & Sept. 150)	245
1943-1944	33 (Jan - 5 May & Sept - 28)	211 (Jan - 39 May & Sept - 172)	244
1944-1945	39 (May - 3 Sept - 25 Jan. - 11)	224 (May - 10 Sept -187 Jan. - 27)	263

Table IV - Students Admitted on Advanced Standing over Five Year Period

Year	Seniors	Juniors	Sophomores	Freshmen	Total
1940-1941	-	6	12	3	21
1941-1942	1	12	13	1	27
1942-1943	-	18	13	3	34
1943-1944	4	34	12	2	52
1944-1945	1	10	17	-	28
TOTAL	6	80	67	9	162

Table V - Withdrawals and Causes for Withdrawals over Five Year Period

Cause	1940-41		1941-42		1942-43		1943-44		1944-45		TOTAL		TOTAL
	M	W	M	W	M	W	M	W	M	W	M	W	
Financial	2	3	1	2	-	3	-	4	1	9	4	21	25
Health	1	3	1	1	1	3	1	5	-	3	4	15	19
Not given	3	2	1	8	4	5	2	-	2	5	12	20	32
Transfer to Other Schools	2	1	2	6	-	7	2	16	1	9	7	39	46
Married	-	4	-	2	-	2	-	1	-	5	-	14	14
Family Reasons	1	-	-	1	-	1	-,	7	-	7	1	16	17
Dropped by College	7	7	2	5	2	1	1	2	1	4	13	19	32
Not Interested in Teaching	1	1	-	-	-	1	1	8	0	7	2	17	19
Moved from State	-	-	-	1	-	-	2	3	-	-	2	4	6
U. S. Service	-	-	12	-	90	1	24	4	15	3	141	8	149
Died	-	-	1	1	-	-	-	-	-	-	1	1	2
Homesick	-	-	-	-	1	-	-	1	-	-	1	1	2
Employment	3	4	3	9	8	5	8	7	-	-	22	25	47
Total by M & W	20	25	23	36	106	29	41	58	20	52	210	200	410
GRAND TOTAL	45		59		135		99		72				

Table VI - Student Enrollment by Majors

	1940-41	1941-42	1942-43	1943-44	1944-45
Business Education	79	103	82	55	47
English	159	141	142	154	188
Languages	102	98	72	75	86
Mathematics	91	89	84	95	110
Science	66	73	66	53	66
Social Studies	158	137	135	129	1[illegible]
Music	--	--	--	--	4
TOTALS	655	641	581	561	663

Table VII - Percentage of Total Number of Students Enrolled in Each Major Each Year

YEAR	1940-41	1941-42	1942-43	1943-44	1944-45
TOTALS	655	641	581	561	663
	% of Tot.	% of Tot.	% of Tot.	% of Tot.	% of Tot.
Business Education	12%	16%	14%	10%	7%
English	24%	22%	25%	28%	28%
Languages	16%	15%	12%	13%	13%
Mathematics	14%	14%	14%	17%	16%
Science	10%	11%	11%	9%	10%
Social Studies	24%	22%	24%	23%	24%
Music	--	--	--	--	.6%

Table VIII - Analysis of Enrollment by Curricula for the Year 1944-1945

DEPARTMENT	YEAR IN COLLEGE					TOTAL	SEX	
	Jan. Fresh	1st	2nd	3rd	4th		M	W
Business Education	4	14	7	7	15	47	3	44
English	12	54	51	37	34	188	13	175
Languages	4	24	25	19	14	86	6	80
Mathematics	4	30	39	20	17	110	13	97
Science	4	24	18	14	6	66	8	58
Social Studies	10	42	50	31	29	162	22	140
Music	2	1	-	1	-	4	1	3
TOTALS	40	189	190	129	115	663	66	597

- -

Table IX - Enrollment for A.M. Degree and Number of Degrees Granted over Five Year Period

YEAR	NUMBER OF MATRICULANTS	NUMBER RECEIVING A.M. DEGREE
1940-1941	489	76
1941-1942	435	66
1942-1943	374	32
1943-1944	369	21
1944-1945	357	25

Table X - Classification of Candidates for the Master's Degree by Majors.

Department	July 1, 1945
Integration	
Administration and Supervision	93
Personnel and Guidance	45
English	73
Language (discontinued)	
Mathematics	27
Science	25
Social Studies	94
Total	357

Table XI - Distribution of Graduates Including May and August Graduations

For Secondary Teachers	Degree	Not Previously Eligible for Certification		Previously Eligible for Certification		Totals	
		Men	Women	Men	Women	Men	Women
Administration & Supervision	A.M.	-	-	7	3	7	3
Business Education	A.B.	1	15	-	-	1	15
English	A.B.	2	32	-	1	2	33
	A.M.	-	-	-	7	-	7
Foreign Languages	A.B.	-	16	-	-	-	16
	A.M.	-	-	-	-	-	-
Mathematics	A.B.	1	16	-	-	1	16
	A.M.	-	-	-	-	-	-
Science	A.B.	-	7	-	-	-	7
	A.M.	-	-	-	2	-	2
Social Studies	A.B.	3	27	-	2	3	29
	A.M.	-	-	-	-	-	-
Personnel & Guidance	A.M.	-	-	1	5	1	5
TOTALS		7	113	8	20	15	133
Graduate Curricula						8	17

Table XII - Part-Time, Extension, and Summer Session

Part-Time and Extension Statistics

Year	No. of Courses Offered	No. of Courses Given	Total No. Students	Total Number Registrations	Average No. Courses Taken Per Student	Average Number Registrations Per Course
1939 Fall	62	54	646	1035	1.6	18.9
1940 Spring	59	55	605	974	1.6	17.7
1940 Fall	57	45	523	770	1.5	17.0
1941 Spring	50	46	517	764	1.5	16.6
1941 Fall	47	43	532	788	1.5	18.2
1942 Spring	52	33	349	447	1.3	13.5
1942 Fall	35	23	311	453	1.4	19.9
1943 Spring	39	25	369	457	1.2	18.2
1943 Fall	30	20	214	320	1.5	16.0
1944 Spring	27	25	225	309	1.4	12.3
1944 Fall	32	25	220	318	1.4	12.7
1945 Spring	36	29	254	375	1.4	12.9

Summer Session Statistics

Summer of 1940	126	90	503	1185	2.3	13.1
1941	98	73	442	983	2.2	13.3
1942	103	84	248	655	2.6	7.7
1943	95	78	182	470	2.6	6.0
1944	82	60	239	478	2.0	7.9
1945	64	59	207	488	2.3	8.2

Table XIII - Summary of Enrollment Data

Instructional Division	1940-41	1941-42	1942-43	1943-44	1944-45
Regular Undergraduate	655	641	581	561	663 (Feb. 1, '45)
Regular Graduate	17	7	-	-	-
Summer Session	440	209	182	239	207
Part-Time and Extension	1040	881	680	439	474
College High School	188	176	164	175	171
Totals	2340	1914	1607	1414	1515

The above figures include duplicates.

The total enrollment of the State Normal School from 1908 to 1930 was approximately as follows:

Graduates	3,921
Withdrawals	1,028
Total	4,949

Graduates and withdrawals from the State Teachers College from September, 1930, to June 30, 1945 were as follows:

Graduates with A.B. degrees	2,575
Graduates with A.M. degrees	525
Withdrawals	986
Total	4,086

Respectfully submitted,

H. A. Sprague,
President

PART II

A. THE HISTORY OF THE SALARY SITUATION IN THE NEW JERSEY STATE TEACHERS COLLEGES, 1927 - 1944

In 1927, the Teachers' Association of the State Normal Schools of New **Jersey** presented to the Principals of the Schools, the State Board of Education, and the Commissioner of Education, a plan for salaries which they had prepared. The need for such a plan was exhibited by the fact that the salary rate paid to teachers in the Normal Schools was lower than that paid to high school teachers in the cities of New Jersey and to Normal School teachers in other states. The State Department of Public Instruction, using this plan, other studies, and the advice of experts in the field of educational finance, produced a salary schedule for the Normal Schools and Teachers Colleges of the state. This schedule was adopted by the State Board of Education in April, 1929, and was placed in effect during the school year 1929-30. The members of the several faculties were informed of their rank, position, and salary as provided by the schedule. Additional increments were granted again in the school year 1930-31. Since then, for the past thirteen years, the schedule has been inoperative. The schedule, a copy of which is appended to this study as Table IV, was subject to budgetary provision by the legislature.

During the years 1932 to 1935, increases in the salaries of state employees were barred by legislative action. In the year 1933, all state salaries were subjected to a cut ranging from 5% to 10%. In 1934-35, this cut was removed. In 1937 every state employee was granted a temporary salary increase ranging from $120 to $240, depending on the length of service. As the end of that year (1937) this increase was maintained as a permanent salary increase only by those whose aggregate salary would not thus exceed $3000. In 1943 a regular salary increase of $200 and an additional war-time adjustment of $100 were granted to every state employee earning between $2000 and $5000 per annum. For The year 1944-45, the war-time adjustment has been extended to $132. Since 1937, some adjustments have been made for salaries under $3000. Thus, in general, for the past fourteen years, teachers with salaries of $3000 or higher have had only one increase of $200.

In 1929, when the State Board of Education adopted the salary schedule (Table IV), there were in the State of New Jersey five teacher training schools. Each offered a two-year course. Trenton also offered a three-year and a four-year course, and Montclair had a combined Normal School and Teachers College Program. These institutions employed 181 faculty members whose academic qualifications are shown below.

Degree	No.	%
Doctorate	4	2.2
Master's	74	40.9
Bachelor's	62	34.3
No Degree	41	22.6
Totals	131	100.0

The average salary paid the above individuals for the year 1928-29 was $2912.

In 1929 a new institution for teacher training was organized at Jersey City. Since 1929 all six institutions have raised their status to that of full four year colleges granting the Bachelor's degree. In addition, one college has extended its program to include graduate study, granting the Master's degree. The growth in academic qualifications of the staff members is shown by a study of the degrees held in 1944, as revealed in the table below. Comparison with 1929 is shown in Graph. 1, page

Degree	No.	%
Doctorate	63	26.4
Master's	152	64.0
Bachelor's	12	5.0
No Degree	11	4.6
Totals	238	100.0

The average salary paid these teachers for the year 1943-44 was $3336. In 1929 teachers' salaries were not subject to any Federal Income Tax. In 1943-44 the Federal withholding tax for these teachers averaged about 12%. Thus the net salary received in 1943-44 was $2935. For the greatly increased qualifications occurring during the last fifteen years, the teachers of the State Teachers Colleges have received practically no increase in their average salary. In addition, the increased cost of living has resulted in a greatly reduced purchasing value of salaries received, and thus in reduced standards of living.

The salary schedule of 1929 was designed in part to attract and hold desirable instructors. The change in academic qualifications is evidence that it has brought in and retained men and women of high caliber. Many left positions with higher salaries to come to New Jersey because of the promise in the schedule. The plan was also designed to make adjustments in disparity between salaries. It was thought that its operation over a period of years would bring those of lower salary and of high qualifications and long service up to a more equitable position with relation to the higher salaried persons employed in 1927, 28, and 29. Since the schedule was operative for only two years it failed to accomplish this purpose. In addition, during the depression, able people were hired at much lower salaries than called for by the schedule, since evidently the money was not available for higher initial salaries. The failure to grant increments has thus increased the inequality between salaries of equally competent and equally experienced teachers.

Some salient effects of the inoperativeness of the salary schedule are:

1. Some capable faculty members are seeking employment elsewhere. At Paterson the turnover the last few years has been 50%. In the other colleges many of the ablest teachers have left.

2. In one faculty 70% of the members are married, have homes to maintain, children to educate. Many of them are facing a financial crisis, borrowing money, cancelling life insurance, and in some cases are threatened with mortgage foreclosure. Worry, fear, and despair are becoming quite common.

3. The capable members remaining are seeking every kind of extra outside work to make up the deficit caused by their low salaries.

4. The younger members are discouraged from expending money on further education, since they have seen that the large outlay made by many older faculty members has gone entirely unrewarded.

All these conditions are now beginning to show effect. If the conditions continue, our colleges cannot retain their high professional standing.

Why have the increases not been granted? The answer is not clear. The State Board of Education has requested money for this purpose every year for the past ten years with the exception of one year, and has sent a delegation before the state

appropriations committee the last few years to make a personal appeal. In 1941 an appeal was made directly to the Governor. The Association of New Jersey State Teachers Colleges has also made strong efforts to get salary increments. Beginning in 1937 data were collected, and in 1938 statements were sent to the State Board of Education and the Commissioner of Education. In 1939 the Commissioner of Education was invited to accompany a committee from the Association to meet with the Governor to secure the re-opening of the budget so as to include salary increments. The Commissioner did not accept. The Association committee, however, did secure an appointment with the Governor on December 13, 1939. The Governor was sympathetic and referred the situation to the Chief Examiner of State Civil Service. The budget was not re-opened, and no increments were granted. From 1940 to 1944 the Association sent earnest pleas to the Budget Director, the Governor, and the Legislature, always receiving a courteous acknowledgement but in no case achieving recognition of the salary schedule. The $200 granted in 1943-44 was a straight increase to every state employee receiving from $2000 to $5000 annually, and not an increment on the schedule.

In September of 1943 a new State Commissioner of Education took office. As soon as he had acquainted himself with the serious situation of the faculties of the State Teachers Colleges, he created the present committee to investigate and to recommend action. This study, and the proposed salary schedule are the work of this committee.

* * * *

Herewith the original Salary Schedule adopted by the Board in April, 1929 (Table IV), together with the Rules of Operation adopted with it at that time.

TABLE IV

Salary Schedule for Normal Schools and Teachers Colleges

Adopted by the N. J. State Board of Education

April, 1929

Group	Minimum training at entrance	Minimum experience	Minimum salary	Maximum salary	Increments
A Instructor	Bachelor's Degree	3 years	$2200	$3500, B.A. $3750, ½ year graduate work $4000, 1 year graduate work	$150, Bachelor's Degree $175, ½ year graduate work $200, 1 year graduate work
B Assistant Professor	Bachelor's Degree	7 years	-----	$4600	$200
C Associate Professor	Bachelor's Degree plus two years of graduate work	12 years	-----	$5300	$200
D Professor	Bachelor's Degree plus three years of graduate work and outstanding research or authorship	15 years	-----	$6000	$200
E Training School Teacher*	Two years of Normal School	3 years	-----	$2700	$100

* Shall be put on schedule of Instructor when same qualifications are reached.

EXPLANATION AND RULES OF OPERATION FOR SALARY SCHEDULE OF NORMAL SCHOOLS AND TEACHERS COLLEGES

as adopted by the N. J. Board of Education in April, 1929

1. The granting of increments as provided in the salary schedule is subject to budgetary limitations.
2. To receive increments as provided, the work of the faculty member must be of a satisfactory nature as certified by the Principal and approved by the Commissioner of Education.
3. In order that budgets may be accurately filed a faculty member applying for a larger increment or higher maximum must file with the Principal all credits before September 15 of each school year. The increase in increment or maximum will go into effect during the following school year.
4. All credits for increased increment or maximum shall be approved by the Principal of the school and the Commissioner of Education before the course is taken, if possible.
5. No faculty member now employed is to be reduced in salary. But present faculty members are not to be placed in other positions or to receive increments except as they meet the schedule requirements.
6. All faculty members in groups A and E receiving less than the minimum shall be placed at the minimum provided they possess the qualifications as provided and are so certified by the Principal.
7. Promotion from one group to another, such as from an Instructorship to an Assistant Professor, shall be made on the basis of efficiency of work as recommended by the Principal of the School and approved by the Commissioner of Education.
8. When it is necessary to appoint a chairman of the teachers of a subject matter field, or an assistant principal, or a dean, or a head of curriculum, or a head of apprentice training, or other similar administrative officers, such services may be recompensed by an amount from $250 to $500 per year in addition to the salary received on the regular salary schedule.
9. SALARY SCHEDULE AMENDMENT: (Passed by the State Board of Education on June 14, 1930)

   Resolved: That the Normal School instructors who served for a period of ten years and who do not have the minimum educational qualifications for the rank of Instructors be given the salary classification marked "Instructor" on the schedule. This shall not apply to appointments made since September 1, 1929.

B. QUALIFICATIONS OF PERSONNEL

1. FINANCIAL RESPONSIBILITIES

In June, 1944, a questionnaire was sent to members of the faculties of the New Jersey State Teachers Colleges to discover facts relating to some of their financial responsibilities. The following facts are derived from data supplied by 1106 filled-in questionnaires which had arrived by July 14, 1944.

I. Marital status and dependents

1. 54.7% are married
2. 82.8% have 1, 2, or 3 children (dependents)
3. 31% of those married have 1 or 2 adults fully dependent upon them
4. 12.1% of those married have 1 or 2 people partially dependent upon them
5. 45.3% are single
6. 18.7% of those unmarried have 1 or 2 full dependents
7. 10.4% of those unmarried have 1 or 2 partially dependents

II. Housing

1. 53% rent their homes
2. The range in rent is from $20 to $125 per month
3. The average rent is $51.57
4. 47% own homes
5. The range in assessed valuation is from $3100 to $13,000
6. The average assessed valuation is $6525.10
7. 78.7% of the home owners have mortgages
8. The average monthly cost of maintaining the home is $79.14

III. Employment other than regular teaching

1. 54.7% teach during the summer
2. 60.4% teach extension courses
3. 3.7% teach in other colleges
4. 13.2% have incomes from other sources of work

IV. Insurance

1. 78% have life insurance policies
2. The range in insurance is from $1000 to $28,500
3. The average insurance for those who have it is $9862
4. The average cost of insurance is $279.05 yearly
5. 33% will have annuities
6. The range in annuities is from $75 to $1200 per year
7. The average income among those who will have annuities will be $553.14

V. Professional and community life

1. The range in years of teaching experience is 2 to 37 years.
2. The average number of years teaching experience is 21.8
3. The range in the number of societies to which members of the faculties belong is from 0 to 18
4. The average number of societies to which the members of the faculties belong is 5
5. 45% participate in defense work
6. 48% participate in civilian activities
7. 53% participate in church work

2. YEARS OF SERVICE IN N. J. TEACHERS COLLEGES

Table V shows the number of years service the present faculty members have rendered in the New Jersey Teachers Colleges. The period of longest and least service by any individual are shown by H and L respectively. The average number of years service for all members of each rank is shown opposite the symbol Av.

TABLE V

COMPOSITE DATA

YEARS SERVICE IN NEW JERSEY STATE TEACHERS COLLEGES

College		Professor	Associate Professor	Assistant Professor	Instructor	All
	H	21	21	21	16	21
GLASSBORO	Av.	15.5	15.75	15.78	5.28	12.67
	L	9	8	5	1	1
	H	19	20	22	27	27
JERSEY CITY	Av.	13.33	13.67	12.5	14.63	13.44
	L	7	8	2	5	2
	H	16	19	30	8	30
MONTCLAIR	Av.	11.28	13.33	11.72	3.56	11.06
	L	3	7.5	0.5	0.75	0.5
	H	31	31	28	30	31
NEWARK	Av.	16.5	23	16.38	18.38	18.47
	L	1	14	6	1	1
	H	27	19	18	9	27
PATERSON	Av.	14	12.5	13.37	4	9.6
	L	1	6	7	1	1
	H	25	28	39	24	39
TRENTON	Av.	15.6	18.43	12.5	11.37	12.95
	L	4	8	2	1	1
	H	31	31	39	30	39
ALL	Av.	14.37	15.77	13.48	10.78	13.17
	L	1	6	0.5	0.75	0.5

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

3. DEGREES AND RANK

TABLE VI

HIGHEST DEGREE HELD BY PROFESSORIAL RANK

	GLASSBORO	JERSEY CITY	MONTCLAIR	NEWARK	PATERSON	TRENTON	ALL
PROFESSORS							
Doctorate	2	3	6	2	2	4	19
Master's	2		1	1		4	8
Bachelor's				1			1
None						2	2
ASSOCIATE PROFESSORS							
Doctorate	1	3	14	2	1	2	23
Master's	3	6	7	5	1	5	27
Bachelor's							0
None				1			1
ASSISTANT PROFESSORS							
Doctorate		1	5	2	3	6	17
Master's	9	11	10	9	5	10	54
Bachelor's			1	1		1	3
None				1		1	2
INSTRUCTORS							
Doctorate			2	2			4
Master's	5	8	5	7	8	30	63
Bachelor's	2	1	1			4	8
None				4		2	6

Doctorates	63
Master's	152
Bachelor's	12
None	11
	238 ranked faculty members

GRAPH I

ACADEMIC QUALIFICATIONS

IN

NEW JERSEY STATE TEACHERS COLLEGES

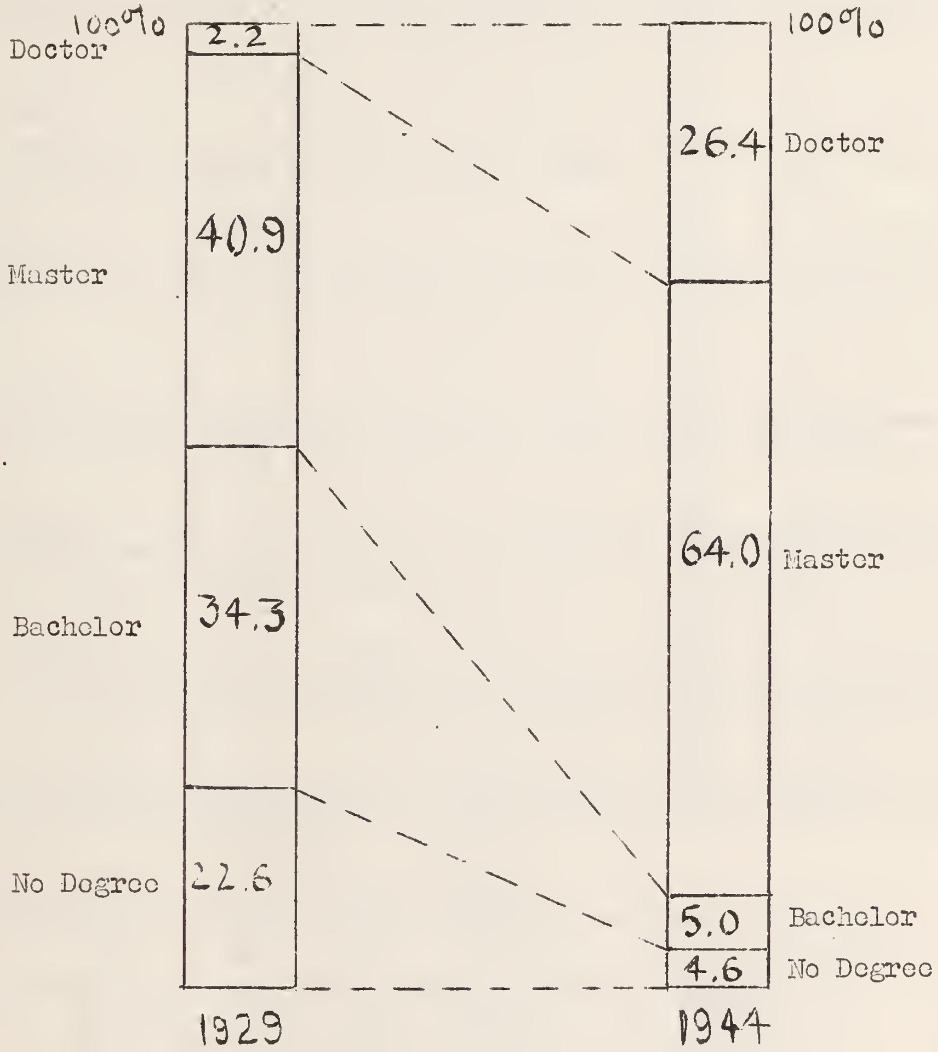


TABLE VII

NEW JERSEY STATE TEACHERS COLLEGES

COMPOSITE DATA: RANKING AND TRAINING

		Rank					Highest Degree Held			
College		Prof.	Assoc. Prof.	Assis. Prof.	Instr.	Others	Doctorate	Masters	Bachelor'	None
Glassboro	%	13.8	13.8	31	24.1	17.3	13.8	69.0	10.3	6.9
	No.	4	4	9	7	5	4	20	3	2
Jersey City	%	7.7	23.1	30.8	25.6	12.8	20.6	66.6	12.8	0
	No.	3	9	12	9	6	8	26	5	0
Montclair	%	12.0	36.2	27.6	13.8	10.4	48.2	46.6	5.2	0
	No.	7	21	16	8	6	28	27	3	0
Newark	%	9.5	19	31.0	31.0	9.5	21.4	54.8	7.1	16.7
	No.	4	8	13	13	4	9	23	3	7
Paterson	%	9.1	9.1	36.4	36.4	9.1	27.3	68.2	4.5	0
	No.	2	2	8	8	2	6	15	1	0
Trenton	%	14.1	9.9	25.4	50.6	0	15.5	70.5	8.4	5.6
	No.	10	7	18	36	0	11	50	6	4
All Colleges	%	11.5	19.6	29.1	31.4	8.4	25.3	61.7	8.0	5
	No.	30	51	76	81	23	66	161	21	13
		239								
	%	12.6	21.3	31.8	34.3					
No. of Ph.D.		19	23	17	4	3	66			
No. of M.A.		8	27	54	63	9	161			
No. of B.A.		1	0	3	8	9	21			
None		2	1	2	6	2	13			

4. SALARIES

The six State Teachers Colleges of New Jersey were asked to submit the academic qualifications of their staff members as of January 1, 1944. The rating was based on one point for each completed year of college or graduate work. A college year is thirty semester hours of credit. Less than thirty hours credit was pro-rated. Thus three years of college work is rated 3; a Bachelor's degree is rated 4; a Master's degree is rated 5. A Master's Degree and 45 additional hours is rated 6.5; a Doctorate is rated 7, etc. If the exact credits (earned) of a staff member could not be definitely determined, the reporter was asked to report the minimal estimate. The result of this study, by colleges is shown herewith.

College	No. of Members	Total Points	Rating
Glassboro	26	150.1	5.78
Jersey City	32	186.0	5.81
Montclair	51	320.3	6.28
Newark	43	231.2	5.37
Paterson	22	126.9	5.76
Trenton	69	376.3	5.54
Total	243	1390.8	5.72

Several of the highest ranking high schools of New Jersey have permitted the rating of their faculties by this same scale. The schools, given in alphabetical order, are Bloomfield, East Orange, Montclair, Orange, Plainfield, S. Orange-Maplewood, and Trenton. The ratings on the scale, given with the highest rating first, are:

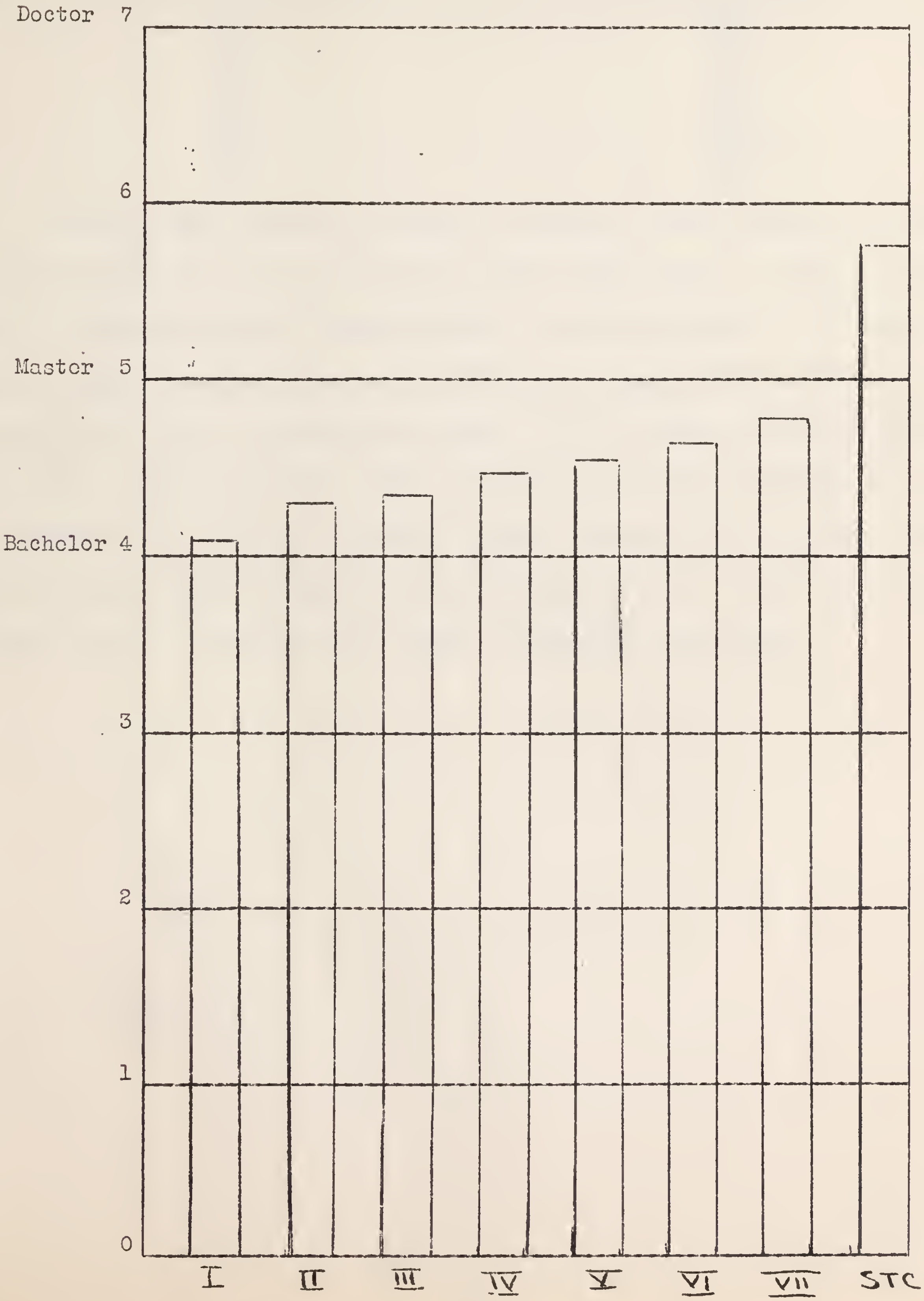
4.62
4.50
4.41
4.36
4.30
4.28
4.03

A comparison of these ratings with those of the State Teachers Colleges is shown herewith in Graph 2.

To make a salary comparison between a high school and a college is always difficult because of this differential in academic preparation. However, it is interesting to note the maximum salaries that obtain in the particular group of high schools cited. It is understood that these are teaching salaries, apart from the salaries paid for the administration of the school. Coupled with the rating for total

GRAPH II

ACADEMIC RATING OF FACULTIES OF SEVEN HIGHEST STANDING HIGH SCHOOLS OF NEW JERSEY AND THE NEW JERSEY STATE TEACHERS COLLEGES



average preparation of classroom teachers, here are the maximum salaries for the schools in question.

Rating Preparation of Teachers	Maximum Classroom Salaries
4.62	$4300
4.50	4000
4.41	4100
4.36	4200
4.30	4000
4.28	3400
4.03	4200

Some of these salaries are above the highest "high" in some of the State Teachers Colleges, where to be "high" the faculty member must be a full professor, and to be a full professor, he must be head of a major department. As a matter of fact, the highest salaries shown in Table VIII (following) are the salaries of Deans, who have a large share of administrative work. The high school classroom salaries above, then, which lie somewhere between the averages for full professor and associate professor in all the State Teachers Colleges, indicate that at present in New Jersey the compensation in many high schools is higher than in some of the teachers colleges, and for a noticeably lower degree of academic preparation.

TABLE VIII

NEW JERSEY STATE TEACHERS COLLEGES

COMPOSITE DATA: SALARIES (TEN-MONTH BASIS)

College		Ranks					All ranked members-others omitted
		Professors	Associate Professors	Assistant Professors	Instructors	Others	
Glassboro	High	4400	3700	3600	3500	3100	4400
	Average	4025	3469	3221	2514	2232	3190
	Low	3700	3200	2800	2200	1200	2200
Jersey City	High	4700	4400	3800	3400	2510	4700
	Average	4367	3660	3181	2762	1798	3289
	Low	4000	2940	2620	2200	1200	2200
Montclair	High	5900	4700	3600	3000	3200	5900
	Average	4768	3835	3062	2677	2219	3564
	Low	3076	2940	2487	2300	1650	2300
Newark	High	5000	5100	4182	3450	4700	5100
	Average	4183	3796	3320	2923	2420	3375
	Low	3531	3200	2520	2400	1000	2400
Paterson	High	4000	3700	3750	3000	2400	4000
	Average	3900	3200	2910	2590	2212	2910
	Low	3800	2700	2400	2400	2024	2400
Trenton	High	5200	4400	3950	3500	----	5200
	Average	4293	3986	3379	2927	----	3339
	Low	3800	3400	2340	2400	----	2400
All Colleges	High	5900	5100	4182	3500		5900
	Average	4334	3785	3205	2814		3336
	Low	3076	2700	2400	2200		2200

C. THE NATURE OF EXISTING STATE SCHEDULES

During the week of June 19, 1944, forty-eight information sheets were sent out from the State Teachers College at Newark. They were directed to the highest educational official in each of the forty-eight states. Thirty-eight returns, or 79% of the questionnaires, have been received.

On the main question, which was related to whether or not the state had a salary schedule, 13 replied in the affirmative; 23 in the negative; 2 did not commit themselves. Two of the schedules, those of Wisconsin and California, have been in existence since the early 1920's. The others (Connecticut, Delaware, Illinois, Indiana, Louisiana, Maryland, Massachusetts, Michigan, New York, Pennsylvania, and Tennessee) are of more recent origin.

Authorities under which the schedules exist seem to be the State Board of Education or the State Superintendent, or both. In California the authority was said to be in the State Department of Finance on recommendation of the State Department of Education. In Pennsylvania it was the Executive Board of the State Government. Massachusetts and New York were the only states in which the authority adopting the schedule was the State Legislature. Massachusett's schedule has been operative since 1927.

Academic levels, ranks, or classes seem to exist where there are definite salary schedules. These ranks are assistants, instructors, assistant professors, associate professors, and professors. Deans, presidents, and librarians have frequent mention. The salary range for each of these groups is as follows:

CLASS	SALARY LIMITS
Assistant	$1200 - $2500
Instructor	1200— 3000
Assistant Prof.	1300 - 4000
Associate Prof.	2250 - 4050
Professor	2700 - 5000
Dean	2700 - 6000
Librarian	1800 - 4000
President	5000 - 7900

Two additional schedules which operate through mandatory legislation are presented at this point for comparison.

NEW YORK STATE TEACHERS COLLEGES

CLASS	SALARY LIMITS	INCREMENTS
President	$6000 - $7500	$250
Dean	5000 - 6000	250
Director of Training	4000 - 5500	250
Dean of Women	3000 - 4000	200
Professor	4000 - 5000	250
Assistant Prof.	3000 - 4000	250
Instructor	2400 - 3000	150
Assistant Instr.	1500 - 1800	100
President Sec.	1600 - 2100	100
College Librarian	3000 - 4000	250
Assist. Librarian	2400 - 3000	150
Financial Sec.	2000 - 2500	100

COLLEGE OF THE CITY OF NEW YORK

CLASS	SALARY LIMITS
Instructor	$1600 - $2400
Assistant Prof.	2000 - 4500
Associate Prof.	3000 - 5868
Professor	6000 - 9600

Three replies stated that the increments are automatic. Ten said that increments are based on merit. The president seems to be the chief authority determining merit, although occasionally a faculty committee, dean, or a department head cooperate with the president in establishing the list of those to be raised.

The president is the chief factor in determining change of rank for a faculty member. Factors less frequently specified are recommendation of department heads, earned degrees, and service. Approval by a State Board of Education or a Superintendent of Public Instruction is a requisite in some instances.

Wisconsin, California, Indiana, Illinois, and Connecticut specify limitations for the number of staff members on each level in terms of percents.

CALIFORNIA	Per Cent
Instructor	15 - 20
Asst. Prof.	35 - 25
Assoc. Prof.	25 - 20
Professor	25 - 35

INDIANA	Per Cent
Instructor	20
Asst. Prof.	30
Assoc. Prof.	20
Professor	30

*WISCONSIN	Per Cent
Class B	10
C	25
D	30
E	20
F	10
G	5

CONNECTICUT	Per Cent
Instructional Asst.	1 - 10
Asst. Instr.	10 - 25
Instructor	20 - 30
Asst. Prof.	25 - 35
Assoc. Prof.	10 - 16
Professor	6 - 12

ILLINOIS	Per Cent
Instructor	Up to 20
Asst. Prof.	25 - 40
Assoc. Prof.	23 - 40
Professor	12½ - 20

---

* This schedule is by classes without professorial rank.

For further evidence on the question of limiting percents in each of the academic ranks, reference is made to a study made in 1939 at Columbia University showing the number actually holding these ranks in selected colleges of various kinds. The following table, where the numbers are per cents shows the result of this study.

ACADEMIC CLASS	ALL COLLEGES	STATE INSTITUTIONS	PRIVATE INSTITUTIONS	DENOMINATIONAL COLLEGES
Professor	26	30	38	43
Assoc. Prof.	23	15	23	9
Asst. Prof.	27	27	20	23
Instructor	24	28	19	25

The present committee, investigating the salary question in New Jersey State Teachers Colleges, made a cost estimate of various plans of operation of its projected schedule. In this cost estimate, all faculties were carried forward for a twenty year period. Members were "promoted" if they had the qualifications or seemed likely to acquire them. New members of the faculty were hired on the instructor level. The imaginative project showed that over a twenty year period, the average percent in each academic classification for all of our colleges would be:

CLASS	PER CENT	RANGE
Professor	16.44	12.5 - 21.0
Assoc. Prof.	20.64	17.1 - 27.2
Asst. Prof.	28.39	21.1 - 36.2
Instructor	34.52	30.0 - 40.0

In the various state schedules, increments vary from $120 to $250 per year, determined by class or rank. Earned degress affect professorial rank more than they affect increment.

In nine of the states (seven with state shedules) heads of departments are paid extra for the special service they render. There is no mention anywhere of remuneration for alumni or public relations services for any staff member doing this work in addition to teaching. One reply mentioned special staff secretaries for these services.

Six of the states with schedules made provisions for recent changes in living costs. California gave all faculty members with salaries below $3600, $25 per month as a bonus in addition to their yearly increments, and $20 per month if the salary was above $3600. Pennsylvania gave a 15% increase in 1942 for all with salaries from $1141 to $3456. Massachusetts granted a war increment of $240 for those

with salaries up to $1600, 15% to those between $1800 and $2400, and $360 for those above $2400.

Two states, Louisiana and Wisconsin, have attempted to make special provision in the state retirement law for those near the retirement age when the salary schedule went into effect. In the California schedule, the implication is that service and merit were considered when the faculty were placed on the schedule, since all did not obtain the correct placement at once.

California, Connecticut, Indiana, Illinois, Louisiana, Massachusetts, Michigan, Pennsylvania, Tennessee, and Wisconsin have maintained effective schedules since adoption. Practically all these contemplate revision and would like to receive a summary from New Jersey if this study achieves results.

The most definite supplementary mimeographed information was provided by California, Connecticut, and Pennsylvania. These documents can be furnished at any time to supplement other summarized data.

To the original questionnaire, twelve states reported that they had salary schedules in effect. At the meeting of the Salary Committee on July 25, the subcommittee was requested to contact those twelve states, to determine the real import of the phrase "in effect". Questionnaires were mailed to the chief state school officer of each of these states on August first, and all states excepting Massachusetts have replied. The questions and replies follow.

Question 1. Are we right in inferring that "in effect" means that annual increments were granted in accordance with the provisions of the salary schedule?

Replies. Eight states said Yes; two states said No; one state said Partially.

Question 2. Were full appropriations made by the state legislature to cover the provisions of the schedule each year since the year of its adoption?

Replies. Seven states said Yes; four states said No. One of the states replying Yes added, "since 1938 only".

Question 3. During what years, if any, did the state fail to provide the full amount of money needed to carry out the provisions of the schedule?

Replies. The four states replying No to question 2, and the state replying "since 1938 only", gave answers to this question. Three states gave years ranging from 1933 to 1941; the other two states replied "for all years".

Question 4. Approximately what percent of the necessary appropriations were made for each of the years when full provision was not made?

Replies. Two states which answered No to question 2, said that approximately 75% of the full amount needed was appropriated.

Question 5. For what reason did the state fail to provide full appropriations during these years?

Replies. The five states replying said, "the depression", and "deficit in the state treasury".

Several states made additional comments worthy of note. In Louisiana the State Board of Education approves as much as it can of the provisions of the schedule after it knows the amount the state will appropriate.

In Wisconsin, where the schedule has been in full effect since 1941, a new schedule is ready for submission to the Board of Regents when it meets in September. The new schedule has raised all steps several hundred dollars.

New York State, in addition to carrying out all the provisions of its schedule, has granted an additional bonus to all members receiving less than $4000 annual salary. The Assistant Commissioner also stated that the salary paid the presidents is out of line with that paid the instructional staff.

Louisiana also announced a new salary schedule for Fall of 1944. In this schedule, the fixing of salaries and the granting of increments is entirely in the hands of the president.

COPY

STATE OF NEW JERSEY
CIVIL SERVICE COMMISSION
TRENTON

June 12, 1945

TO THE HEADS OF ALL STATE DEPARTMENTS,
BOARDS, COMMISSIONS, INSTITUTIONS AND
AGENCIES:

The Civil Service Commission has been directed by the Governor to establish salary ranges with automatic increments for the unclassified positions in the State service. Within these ranges salaries of employees are to be fixed by the department. Subsequent increments are to be given on a basis of merit upon recommendation of the department.

The allocations of employees in your department to the new salary ranges are attached. Within these ranges you will fix the salaries of particular employees according to the provisions of the budget, in compliance with Title II of the Revised Statutes and the rules and regulations herein set forth.

The Department of Taxation and Finance is prepared to make adjustments in the salaries of certain unclassified employees retroactive to December 1, 1944. These employees do not ordinarily include personnel whose positions are described as line items in the budget. The same rules will guide the fiscal authorities in adjusting the salaries of unclassified employees as was followed with respect to the classified service under P. L. 1944, Chapter 65. These are as follows:

1 - An officer or employee who is presently receiving less than the new minimum salary of his range will be raised to this minimum effective December 1, 1944.

2 - An officer or employee whose salary falls between the minimum and maximum of the new range shall receive retroactive to December 1, 1944 a sum necessary to advance his salary to the next higher step in the range plus one full increment. Only those employees who had completed one year or more of continuous service on December 1, 1944, and who had not received an increase in compensation since July 1, 1944, are to be included.

3 - An officer or employee who is presently receiving a salary in excess of the maximum of his range will receive no further increases. However, such officer or employee will receive in the fiscal year 1945-46 a modified war adjustment in the amount of $120 in lieu of the war adjustment of $132 provided for in the fiscal year 1944-45.

4 - Each officer or employee receiving the war adjustment for 1944-45, whose current salary is so near the maximum of the schedule attaching to his position that a full increment cannot be given, will receive that part of an increment to bring him to the maximum of his range and a modified war adjustment for the fiscal year 1945-46 in the amount of $120 less the partial increment received for the fiscal year 1945-46.

The procedures necessary to insure employees in your department the benefits of these provisions are being worked out between the Civil Service Commission and the Department of Taxation and Finance. CS-21 forms will be required from your department for all personnel brought to the new minimum salary of a range. All other adjustments will be effected by the Department of Taxation and Finance without the necessity of filing any forms.

Very truly yours,
THE CIVIL SERVICE COMMISSION

(Signed) Wm S. Carpenter

William S. Carpenter
President

SALARY SCHEDULE
NEW JERSEY STATE TEACHERS COLLEGES

Classification	Minimum Training	Minimum Experience	Minimum Salary	Maximum Salary	Increments	Limiting % of Faculty
Assistant Instructor	Bachelor's Degree	*	$1800	$2400	$120 annually for 5 years.	**
Instructor	Master's Degree	4 years	$2400	$3600	$150 annually for 8 yrs.	**
Assistant Professor	Master's Degree plus one further year approved graduate study	8 years	$3200	$4400	$200 annually for 6 yrs.	**
Associate Professor	Master's Degree plus two further years approved graduate study or its equivalent	12 years	$4000	$5200	$200 annually for 6 yrs.	**
Professor	Doctor's Degree or equivalent to the Doctorate	16 years	$4800	$6000	$200 annually for 6 yrs.	**

* Candidates for appointment as assistant instructors shall have experience and special fitness satisfactory to the Commissioner of Education.

** Not more than 25 per cent of the faculty shall be professors. Not more than 40 per cent shall be professors and associate professors. Not more than 75 per cent shall be professors, associate professors, and assistant professors.

Adopted by State Board of Education on February 2, 1945.
Revised by State Board of Education on June 1, 1945.

RULES CONCERNING THE OPERATION OF THE SALARY SCHEDULE FOR STATE TEACHERS COLLEGES

Adopted by State Board of Education June 1, 1945

1. The salary schedule is a guide, not a contract.

2. Increments listed in the schedule shall not be automatic, but shall be given subject to legislative budgetary appropriations and subject to the performance of satisfactory service.

3. If the president of the college after consultation with the head of the department concerned and dean of instruction or vice-president deems the services of a teacher as unsatisfactory, he shall so notify the teacher on or before February 1. Duplicates of such notices shall be forwarded to the Commissioner of Education.

4. The annual salaries listed in the schedule shall be for ten months of service. In considering salary increments and promotions, the president of the college may well take into account recreation, advanced study, research, travel, writing, and other types of self improvement utilized by the teacher during the summer months. Employment during the summer months shall be at rates established from year to year in accordance with legislative appropriations.

5. The Commissioner of Education shall determine whether or not any teacher has met the educational requirements of the salary schedule.

6. Annually, in September, faculty members shall present all evidence of professional study during the preceding year, and this evidence shall be presented in duplicate.

7. Annually, in September, the president of each college shall inform the staff of the per cent of the faculty in each classification rank at that time, together with a statement of the per cents called for by the salary schedule.

8. Criteria for guidance in making promotions shall be formulated and made known to college staff members.

9. Candidates for promotion shall be judged in accordance with these criteria by the head of the department, the dean of instruction or vice-president, and the president; and, after considering such judgment, the president of the college shall then make recommendations to the Commissioner of Education concerning promotions.

10. It shall be the general policy to replace resigning members of the faculty by promoting other faculty members. The Commissioner of Education will approve deviations from this policy when desirable in order to maintain the quality of instruction or administration.

11. In general, new faculty members shall be placed on the schedule in accordance with their qualifications. If, however, conditions make it impossible to secure satisfactory persons to fill vacancies on any college staff at the salaries indicated in the schedule, such exceptions shall be made as seem necessary to maintain the desired quality of instruction.

12. In order to qualify for promotion in rank a faculty member shall meet the requirements of education and experience listed in the salary schedule.

13. All faculty members shall be retired no later than the close of the college year during which they become sixty-five years of age. This regulation shall be put into effect gradually over a period of five years as follows:

    (a) On June 30, 1946, all teachers 69 years of age shall be retired.

    (b) On June 30, 1947, all teachers 68 years of age shall be retired.

    (c) On June 30, 1948, all teachers 67 years of age shall be retired.

    (d) On June 30, 1949, all teachers 66 years of age shall be retired.

    (e) On June 30, 1950, all teachers 65 years of age shall be retired.

14. This salary schedule and the rules for the operation thereof may be amended, revised, or abrogated at any time by the State Board of Education.

ANNUAL REPORT OF THE DEAN OF INSTRUCTION, 1944-1945

I. Trends and Developments

The Students and Extra Curricula Programs

A busy, happy atmosphere is conducive to production, and it is that condition which has been striven for on the campus this year. Much was done with and for the students through various contacts to guide them into a more purposeful and happy campus environment. The assembly programs have been of a very high order, with a variety of renown personalities from various parts of the world participating. Much emphasis has been placed in the planning of student parties, and their entertainment has been of a high order.

The college choir of forty members, the glee club of sixty members, and the orchestra of twenty members have done excellent work, and have performed several times.

The Montclair Players gave an excellent production in December and another in May.

The Physical Education Department carried out a program in games that motivated interest in participation on the part of many students. And when all activities are considered it was a very busy but pleasurable year for them.

Counseling Program

A committee was set up to organize a counseling program, which assigned all the students to the faculty members with about fifteen students being allotted to each counselor. Through assignment he met his group of students every six weeks, and then each counselor worked out his own program and frequency of assembling.

Dean's Counseling

In the middle and at the end of the first semester, and in the middle of the second semester grades for all failing students were secured by the Office of the Dean of Instruction, who personally held a conference with each student, advising and directing him toward a more desirable standard of work. Parents were also contacted, and their cooperation solicited. Four students were advised to go elsewhere at the end of the first semester, and nineteen were advised that their work was so inferior they should not return next fall.

It has been the Dean's duty to serve as advisor to the Student Government Association and to the editor of the College Yearbook, as well as act as chaperon at frequent social affairs.

The "Dean's Honor List" was published at the conclusion of the fall semester.

Graduate Students

The Dean's Office searched the records of all inactive matriculates for the Master of Arts Degree and wrote to 282 urging them to give information as to whether they were interested in resuming their work. About half of them responded and some became active immediately. Others who responded were contacted by their department heads and urged to return.

The Accelerated Program

Two hundred and four of the student body are accelerating, but there is a noticeable dropping away, as there are progressively fewer students speeding up their program as the classes come in. This indicates a definite trend away from acceleration. In summer school there are eight beginning freshmen, fifteen January freshmen, nineteen sophomores, seventy-one juniors, forty-seven August seniors, and forty-four other seniors. However, I predict that with the return of the service men there will be a renewed emphasis on acceleration. It does cause severe problems in scheduling, but I

40

doubt its having much affect on the work of the student one way or the other. Definitely those who accelerate want all the ceremonies and attractions that come with the program of the regular students.

There have been a few students inconvenienced by not being able to secure subjects which would fit into their program of acceleration, such as work in physical education for their minor. Some have to attend both sessions this summer because the courses in physical education could not be offered during the first six weeks. However, there are only a few.

Clinical Work

Composition

Time allotment of one-fifth full time was provided in the work of Miss McKinney in order to enable her to do clinical work with students of inferior ability in composition. The Dean's office requested the faculty to report any student who needed assistance. Then the student was assigned special remedial work by Miss McKinney.

Reading

Dr. Sperle tested the freshmen and gave remedial assistance to those in need. She discovered visual irregularities and auditory acuity. Some were referred to eye specialists before remedial work in reading was begun. Both oral and silent tests were given. Reading graphs were made with an eye moving camera. She used a flashmeter, a motion picture projector, and reading films known as the "Harvard Films Series" in her work.

Speech

Under the direction of Dr. Ogg every sophomore was given a speech test at the beginning of his course in speech. The same thing was done at the conclusion of the course. Those who did not come up to a standard set by the speech committee were held over for remedial work. The student's voice was recorded and he heard himself as he spoke. This provided a great motivation for effort toward improvement, as supplementary to the criticism he received from the examing committee, and the personal assistance he

received from the department.

Re-definition of Extra Point Load

According to the Dean's report to the President in 1944 as recorded on page 25, a student must make a point average of 3.2 before he could be allowed to carry more than the customary amount of work. That has been changed through the combined action of the President, the Dean, and the Registrar so that a student may carry two points of extra work if his average is 3. Juniors and Seniors who have an average of 3.5 may carry two additional semester hours of work in a given semester.

II. Enrollment Data

The Registrar's report will show the enrollment data.

III. Staff and Staff Changes

Dr. Thomas C. Pollock, Dean of Instruction, resigned at the termination of the school year 1943-1944, to accept a position at New York University. He was succeeded by the incumbent who was Dean at Elon College in North Carolina. Dr. Harold Spears came from Highland Park, Illinois, to become Head of the Department of Integration. Dr. Eugene P. Link came from Winthrop College in South Carolina to the Social Studies Department. Mr. L. Howard Fox joined the English Department as Instructor in Speech. He was with the Belleville City Schools. Mrs. Gladys Jogle Pratt joined Miss Duke as Instructor in Physical Education. Mr. Nallin from New York University and Mr. Harris from Bloomfield did part time work in the Music Department. Dr. Dugan from Haddon Heights and Dr. Elkema from New York City worked in the Integration Department for the spring semester.

Professor Hamilton, Dr. Partridge, and Mr. Pettegrove are still on leave of absence for military service. Mr. de Rosa and Mr. Voliva are also in service.

Mr. Nickerson resigned during the spring semester, and Dr. Cayley resigned effective at the end of the spring semester to accept a position with New York University.

Dr. Geigle resigned to accept a position with The First National Bank and Trust Company of Montclair. Dr. Ogg, Dr. Hadley, and Dr. Davis are on a year's leave of absence. Dr. Ogg is at her home in Washington; Dr. Davis is with the Army University in England; and Dr. Hadley is with the Army University in France.

IV. Committee Assignments

College

Chairman of Committee on Committees, Chairman of Assembly Program Committee, Chairman of Committee on Returning Service People, Chairman of Committee on Graduate Work, Member of Committee on Study of Five Year College Plan, Member of Scholarship Committee.

Community

Chairman of Character Education Committee of the Essex County Parent Teacher Association, Member of the Steering Committee of the Montclair City Council of Social Agencies, Educational Advisor to the Returning Service Men to the City of Montclair, Member of the National Board of Stewards of the Congregational Christian Church; Member of Montclair Kiwanis Club.

V. Recommendations

Semester Hours Required in Departments

Dr. Reed has made a study in which I have collaborated which shows the mean number of semester hours taken in each major and minor field by our students over a period of five years. This study obviously shows a greater concentration in the major and minor fields than should be permitted. Little opportunity is provided for any elective subjects. Therefore, I should like to suggest that the results of Dr. Reed's findings be made available and that the council and individual departments consider minimizing the number of required semester hours in the various major subjects.

Business Education

I should recommend that the Business Education Department allow not less than thirty hours nor more than thirty-two for a major to count toward graduation.

English Department

The English Department should require thirty-six hours as a minimum

for a major including the background courses, and no student should be allowed more than forty semester hours for a major to count toward graduation. He would still be permitted to take up to eighteen hours in speech for his minor.

Foreign Language

Thirty hours in a foreign language should constitute the major requirement, with not more than thirty-two permitted to count toward graduation. Eighteen semester hours should constitute the requirement for a minor in another foreign language.

Mathematics

Because of the background course, and the courses numbered 300 and 400A, a major in Mathematics should constitute thirty-four semester hours, with a possibility of forty semester hours as a maximum. In arts colleges Mathematics 400A in considered a course in Education. For that particular course I think it should be extended to include correlation and possibly probable error.

Music

The Music major is rather heavy and should be watched with diligence to see that no more semester hours are added.

Science

The Science Department presents the most unique situation of all. In as much as it constitutes three fields, any of which could be a major, I doubt if there should be much change, except an upper limit in the major and the combination of the major and minors. Certainly twenty-four semester hours of either Chemistry or Biology should be required with eighteen semester hours in the alternate subject. Then from twelve to sixteen hours should be required in Physics. This would total from fifty-four to fifty-eight hours. Therefore, I believe it would be a good idea for students who major in Science to be required to minor in Science also and to make the maximum for the major and minor not more than sixty-five semester hours.

Social Studies

Dr. Snyder has been working with the people in his department along the above suggested lines, and it appears now that his department will effect a ruling paralleling the suggestion offered concerning the English Department.

Survey Courses

There is much sentiment against the survey courses being required in specific subjects for students majoring in those subjects; namely: Mathematics, Science, and Social Studies.

Integration 100's

The freshman orientation courses, Integration 100A, 100B, 100C, have been revamped and reduced to a two semester hour course. Integration 100B has been eliminated. It was thought that first year students were not prepared for it, and too, it would be repeated in Integration 300A, and (or) Integration 400A. As it is now worked out a much closer integration with classroom observation in the high school is made obligatory.

English

I strongly advise that the English Department revise English 100A and 100B. As it is now carried on students do not have access to books and they are in a fog. Either sufficient books should be made available for purchase, for study in the library, or the Department should work out a syllabus covering the material of the areas. It is not fair to the student as now offered.

I see no reason why all students should not be required to take a survey course in English, but I have a definite feeling that in both the survey courses in English and in Social Studies that at least one fourth of the course should be spent on a survey of our American history and literature. In fact, I believe pretty strongly that we should go from our own heritage to that of our forebears--from the known to the unknown. We reverse our educational philosophy as the courses now stand.

Science and Mathematics

For both the Science and Mathematics majors I recommend that we eliminate the survey courses for them in their respective fields. The idea of their seeing the field in its integrated application can be brought about otherwise in a

better relationship, which I shall clarify below.

The Practicum

The original purpose of the Practicum courses has been greatly modified or eliminated. Integration 400B and Science 404 hold to the basic principle of utilizing the student's teaching experience and working with him for the last six weeks he is in college to make his ecperiences more functional, but in no other Department do I find any course that even parallels a practicum.

There is no Business Education numbered 404. English 404 is a "Survey of English Literature". French 404 is "Modern French Literature". Latin 404 is "Latin Satire". Spanish 404 is "Modern Spanish Literature". Mathematics 404 is "Readings and Lectures in Mathematics". Music 404 is "Modern Symphonic Forms". But Science 404 is "Problems in the Teaching of Science".

Now, I suggest that the courses in the "Practicum" be reinstated, but that instead of there being one for the Integration Department that that Department work with the other Departments in a four semester hours course with various members of the Integration Department being assigned to work with the subject matter Departments in a correlated program. That would prevent the discussions in the Departments from overlapping. I should further like to see this four point course integrate the whole field of the major department showing its relationships and application to the entire subject area, as well as utilizing the student's experiences in practice teaching and helping them to better correlate information in its application to their future needs.

Methods

I should like to see the methods courses broadened to include the utilization of teaching aids. Each student should know how to operate a 16 m.m. sound

and silent film projector, an opaque projector, a stereopticon, and he should know how to make mats for projection purposes. He should know where to secure free and inexpensive materials. And he should be directed into ways and means of integrating his subject matter field with the broadened interests of his students. It should be a course to survey the past experiences and to integrate those experiences into tangible units.

It would be well for Integration 300B to be correlated with the various methods courses, at least to the extent of having lesson plans worked over in cooperation with the Integration Department and with the Department of the student's major. This would tend to eliminate two philosophies of approach in the observation and counseling of the student teacher, when he is already sufficiently frustrated.

Student Teaching

When possible I should be glad for a concentrated study of the advisability for students to do six weeks of assisting teaching in their junior year. I am convinced that it has great merit. Then I should suggest six weeks of student teaching in the senior year.

It would be well to consider having a convocation of last year's graduates about November, to see how they are progressing, what problems they need help in, and what they have to advise that would help in the total college program. Seniors should be invited to the conference also.

Tests and Measurements

It seems to me that our students are losing some opportunities in their work in tests and measurements. I believe it would be a splendid idea for those in the Integration Department, those in Mathematics 400A, and the subject matter Departments to make it possible for students to work out objective tests in their respective Departments which would have a high degree of validity.

Clinics

More emphasis should be placed on this phase of classroom work. All

departments should report any student to the Dean of Instruction who needs help in composition, reading, or speech. Arrangements would be made with the proper person to assist any needy case.

Composition

It is recommended that this work be more closely supervised by the Head of the Department as well as by the Dean of Instruction.

Reading

All freshmen should be thoroughly tested at the beginning of school and a remedial program should be carried on from the first for those in need. This has been arranged for in Dr. Sperle's program.

Speech

Tests at the beginning and at the conclusion of English 200B should be administered. Recordings of all necessary cases should be made and in so far as possible defects should be remedied. A splendid program has been started, and it should in no way be modified.

Field Trips

Some dissatisfaction was occasioned last year because of field trips. I suggest this year that one afternoon each month be established for such trips, and that this be done immediately so that faculty members may plan accordingly. Then all Departments should be held to that particular afternoon except for extremely peculiar circumstances, or for Saturday trips. Dr. Morrison would approve such an action if we wish to carry it out.

Counseling Program

Much unhappiness was felt because of over indulgence of some advisors in the expenditure of money for entertainment last year. Unrest was caused in the dormitories by students being out late on trips. It would be well for the faculty to know

that it is not a duty to defray the expenses of students at shows or where other outlay of money is necessary. The committee on counseling should set forth guiding principles for counseling and make a few specific statements as to what it is and is not.

Physical Education

It seems that we must use the gymnasium for assembly and for games which necessitate the use of bleachers. Immediately thereafter the girls have to use the room for play. Could we not have padding made to cover the lower edges and some kind of net covers to keep the balls from falling behind the seats? In this way they could be left up and there would not be the constant inconvenience that now exists.

Assembly Programs

Many more assembly programs should grow out of the classroom activities. Therefore, it is my purpose to insist that all Departments survey the possibility of being responsible for at least one assembly program during the year. Apparently students attend well only when those among themselves stage the program.

Faculty Meetings

It will be well before setting the date for faculty meetings to see when there are no extension classes, and as few laboratory classes as possible. Despite the fact that the dates are announced at the first of the year it will be well to announce each meeting at least three days in advance, or on Monday preceding the meeting each time. The same holds for council meetings.

Summer School and Extension

These should be anticipated sufficiently in advance so that bulletins can be mailed to prospective students in ample time.

The faculty members should be more evenly balanced for the two summer terms. Graduate students prefer work with the regular college staff to professors from elsewhere, it seems.

As has been suggested by the President, more centers should be established.

VI. Personal Activities

Public School Consultations or Visitations

East Rutherford High School	East Rutherford	Vocational counseling
Edgemont Elementary School	Montclair	Testing program
Mt. Hebron Junior High School	Montclair	Reading clinics
High School	Montclair	Reading clinic
Teachers College High School	Montclair	Inspection and supervision
Westwood High School	Westwood	Counseling-vocational
Ridgewood High School	Ridgewood	Counseling-vocational
Glen Rock Junior High School	Glen Rock	Counseling-vocational
Barringer High School	Newark	Counseling-vocational
Bergen Junior College	Teaneck	Counseling-vocational
Marshall School	South Orange	Citizenship counseling
Clifton High School	Clifton	Observation

Education Conferences Attended

District Educational Committee for Service Men	Caldwell	October 2
New Jersey Teachers Conference	Seton Hall	October 12
State Principals Meeting	Trenton	October 25
New Jersey Teachers Conference	Trenton	December 5
Conference on Russian Intercultural Relations	New York	December 7
New York University Club President Constance Warren		January 15
New York Times Round Table Service Men's Education		January 20
Progressive Education Association	New York	February 2
Middle Atlantic States Secondary School Inspectors' Conference	New York	April 17

Public Addresses Given

	Estimated Attendance	
First Congregational Church of Montclair, G.I. Bill of Rights	Sept. 27	100
Lion's Club of Montclair, G.I. Bill of Rights	Oct. 7	40
Lodi Rotary Club, Trends in Education	Nov. 15	50
Montclair Union Congregational Church, Education in the Army and How It Will Influence Public Education	Jan. 18	250
Forum--Union Congregational Church, Racial Relations	Mar. 4	40
Annual Ladies' Night--Montclair Optimist Club, Post War Education	Apr. 24	100
Woman's Club Upper Montclair, The Returning Service Man	Apr. 20	75
Montclair Heights Club, G. I. Bill of Rights	May 1	15
Essex County Parent-Teacher Association, Character Education	May 21	350

Publications

Trends in Education — Montclair Times — November 9
Predicted Post War Education — May Quarterly Journal of the Association of American Colleges

Extra-Curricular Activities Sponsored

Advisor to Student Government Association
Advisor to the College Yearbook Staff
Advisor to the Freshman Class
Advisor to the Intercultural Club
Advisor to a unit of fourteen students, assigned
Chaperonage frequently

This has been a pleasurable year for me. I wish to thank you for your cooperation in setting the environment which has been conducive to a busy but happy program.

Respectfully submitted,

J. D. Messick

J. D. Messick
Dean of Instruction

JDM:BBJ

ANNUAL REPORT OF THE REGISTRAR, 1944-45

Trends and Developments

Enrollment

In September 1944 a total of 673 students representing all the counties of the State except Cape May and Gloucester enrolled in the undergraduate division. Of this number 608 were women including 2 out of state residents and 65 were men.

ANALYSIS OF ENROLLMENT
Table I   Undergraduate Division, Oct. 1944 by Counties

County	Men	Women	Total
Atlantic	-	4	4
Bergen	6	76	82
Burlington	-	2	2
Camden	-	5	5
Cape May	-	-	-
Cumberland	-	9	9
Essex	30	231	261
Gloucester	-	-	-
Hudson	11	61	72
Hunterdon	-	1	1
Mercer	-	1	1
Middlesex	-	8	8
Monmouth	1	12	13
Morris	1	11	12
Ocean	-	3	3
Passaic	14	119	133
Salem	-	1	1
Somerset	-	7	7
Sussex	-	8	8
Union	2	43	45
Warren	-	4	4
Out of State	-	2	2
TOTALS	65	608	673

Distribution by counties February 1, 1945 showed a total of 663 students from the same counties and out of state residents as September. The number of women enrolled was 597 and the men 66.

ANALYSIS OF ENROLLMENT
Table II Undergraduate Division, Feb. 1945 by Counties

County	Men	Women	Total
Atlantic	-	3	3
Bergen	6	74	80
Burlington	-	2	2
Camden	-	4	4
Cape May	-	-	-
Cumberland	-	8	8
Essex	26	229	255
Gloucester	-	-	-
Hudson	15	59	74
Hunterdon	-	1	1
Mercer	-	1	1
Middlesex	-	6	6
Monmouth	1	12	13
Morris	1	11	12
Ocean	-	2	2
Passaic	15	122	137
Salem	-	1	1
Somerset	-	7	7
Sussex	-	8	8
Union	2	41	43
Warren	-	4	4
Out of State	-	2	2
TOTALS	66	597	663

The distribution of enrollment by departments for October 1944 and for Feburary 1945 is shown in Tables III and IV which follow.

ANALYSIS OF ENROLLMENT
Table III Undergraduate Division, Oct. 1944
Distribution by Departments and Classes

CURRICULA	YEAR IN COLLEGE							
	First		Second	Third	Fourth	Totals	Men	Women
For Secondary Teachers	Int. Freshmen	Regular Freshmen						
Business	2	15	9	7	16	49	4	45
English	17	52	46	34	32	181	10	171
Language	11	31	21	16	19	98	8	90
Mathematics	7	32	33	18	19	109	14	95
Science	4	28	16	14	7	69	9	60
Social Studies	13	50	41	29	30	163	18	145
Music	-	4	-	-	-	4	2	2
TOTALS	54	212	166	118	123	673	65	608

Table IV ANALYSIS OF ENROLLMENT
Undergraduate Division, Feb. 1945
By departments and classes

CURRICULA	YEAR IN COLLEGE							
	First		Second	Third	Fourth	Totals	Men	Women
For Secondary Teachers	Int. Freshmen	Regular Freshmen						
Business	4	14	7	7	15	47	3	44
English	12	54	51	37	34	188	13	175
Language	4	24	25	19	14	86	6	80
Mathematics	4	30	39	20	17	110	13	97
Science	4	24	18	14	6	66	8	58
Social Studies	10	42	50	31	29	162	22	140
Music	2	1	-	1	-	4	1	3
TOTALS	40	189	190	129	115	663	66	597

The advanced standing students admitted during 1944-45 totaled 28. The distribution by classes was: sophomores 17, juniors 10, seniors 1. Distribution by departments: Business 0, English 11, Language 5, Mathematics 3, Science 5, and Social Studies 4.

There was an increase in the number of entrants in 1944-45. This increase has been aided by a recruiting program operating in connection with the Integration Office. A catalogue system containing names of prospective students, addresses, schools, towns, cities, and counties has been established in our office. Several sources supply these data namely: student-teachers, faculty members, high school guidance consellors, requests from prospects themselves, and our alumni members. In addition the effective work done by Dr. Dugan as recruiting officer during the spring term increased the number of personal contacts and interviews with prospective students for 1945-46. An indication of the increase in the number of students is also shown by the enrollment of veterans returning. A detailed report of this is contained in the Report of the Director of Personnel.

It is interesting to note the comparison of enrollment figures for the years 1940-41 and 1944-45. In September 1940 just before our entry into the War the total enrollment was 667 students. During 1944-45 the total was 673. The distribution by classes in 1940-41 was approximately 167. The number of freshmen exceeded the other classes only slightly. Since 1940-41 the number entering as freshmen has increased considerably and the average enrolled in the sophomore, junior, and senior classes has decreased. This decrease in the upper classes has been due to the draft, enlistment, and acceleration. Table V illustrates the changes according to classes, departments, and personnel.

Table V COMPARISONS OF ENROLLMENTS Undergraduate Division, 1940-41 and 1944-45

September 1944

A. Enrollment by classes

Class	1940-41	1944-45
Freshmen	178	212
Int.Freshmen	-	54
Sophomores	166	166
Juniors	160	118
Seniors	163	123
TOTALS	667	673

B. Enrollment by departments

	1940-41				1944-45			
	Freshmen	Sophomores	Juniors	Seniors	Freshmen	Sophomores	Juniors	Seniors
Bus.Ed.	27	21	27	6	17	9	7	16
English	36	37	39	44	69	46	34	32
Language	31	26	16	32	42	21	16	19
Mathematics	29	20	23	18	39	33	18	19
Music	-	-	-	-	4	-	-	-
Science	16	22	19	16	32	16	14	7
Soc.St.	39	40	36	47	63	41	29	30
Totals	178	166	160	163	266	166	118	123

C. Personnel

	1940-41	1944-45
Men	223	65
Women	444	608
Totals	667	673

The above table shows there was an increase in the number enrolled in English, Mathematics, and Social Studies, while decreases were indicated in Business Education, Language, and Science. The establishment of a major in Music was approved by the State Department of Public Instruction beginning with the school year 1944-45.

The State limitations to departmental enrollments will effect the number admitted to each department for the year 1945-46. We shall be permitted to enroll only a designated number of students in each department as follows: Business 38, English 38, Latin 18, French 18, Spanish 24, Mathematics 38, Music 18, Science 38 and Social Studies 38. The quotas are to be filled in order of rank of applicants. We may admit student to his second choice major if he does not qualify in the original quota.

The accelerated program established to meet the needs of teacher shortage during the war period began during 1941-42. This program made it possible for students to be graduated in three school years and three summer terms. In the summer term of twelve weeks for the school year 1944-45 of the undergraduate division the distribution by classes and departments is shown in Table VI

ANALYSIS OF ENROLLMENT
Table VI Undergraduate Division by Classes and Departments
May 22-June 30, 1944

CURRICULA For Secondary Teachers	YEAR IN COLLEGE First	Second	Third	Fourth	Total	Men	Women
Business	-	4	9	11	24	4	20
English	6	17	18	10	51	4	47
Language	7	7	6	7	27	3	24
Mathematics	9	14	12	6	41	5	36
Music	-	-	-	-	-	-	-
Science	3	2	3	7	15	1	14
Soc.Studies	10	14	10	20	54	10	44
TOTALS	35	58	58	61	212	27	185

Analysis of Additional Enrollment July 6, 1944

Analysis of Additional Enrollment July 6, 1944	First	Second	Third	Fourth	Total	Men	Women
Business	1			1	2	-	2
English				3	3	-	3
Language				1	1	-	1
Mathematics	1				1	-	1
Music					-	-	-
Science	1			1	2	-	2
Soc.Studies			1	3	4	-	4
TOTALS	3	0	1	9	13	0	13

The first six weeks summer term of 212 plus the additional enrollment during the last six weeks term of 13 students in the undergraduate division totaled 225. In the extension division the number attending for twelve weeks was 9, and in second six weeks the number in attendance was 233. The total attendance for undergraduate and extension divisions was 467. A detailed report of extension enrollment is contained in the Report of the Secretary of Extension.

Trends Of The Accelerated Program

I Enrollment

A. The Percentage Of Yearly Freshman Enrollment Admitted Each Term.

September	January	May	July
1942 - 81.2%	1943 - 15.6%	1943 - 2.2%	1943 - .7%
1943 - 80.1	1944 - 15.3	1944 - 3.4	1944 -1.
1944 - 85.2	1945 - 12.1	1945 - .6	1945 -1.9

B. Percentage Of Yearly Enrollment In Attendance During Summer Sessions

1943 - 59%
1944 - 37
1945 - 29.9

C. In 1942 the trend toward acceleration increased. However, during the year 1944-45 the registration figures show that the majority of the students are pursuing a regular non-accelerated program.

1944-45 Registration:		
	Regular non-accelerated	63.7%
	Accelerated one term	22.3
	Accelerated two terms	12.4
	Accelerated three terms	1.4

D. Student Personnel Changed

Men(Sept)	Women (Sept)	Total Enrollment
1942 - 190	1942 - 506	1942 - 696
1943 - 57	1943 - 504	1943 - 561
1944 - 65	1944 - 608	1944 - 673

II Effects On Program

A. Since 1942 more class sections were provided to meet the needs of those who wished to accelerate.
1942 - 212 sections
1944 - 246 sections

B. Class enrollments varied in the fall semester of 1944 the smallest class listed 3 students; the largest class 65; and the average class listed 25 students.

C. During 1944 the majority of students did not desire to complete the acceleration.

D. The average scholastic weighted scores of the regular non-accelerated students as compared with those accelerating 1944 shows:

	Non-accelerated	Accelerated
Freshmen average	2.54	2.70
Sophomore average	2.78	2.65
Junior average	2.89	2.75
Total average - - - - - -	2.73 - - - -	2.70

III Graduates

A sketch study of the graduating classes May 1942-August 1945 reveals:

A. Effect of acceleration on number of students graduated.

Date of Graduation	Number Graduated
May 1942	153
Jan.1943	125
May 1943	29
Aug.1943	116
May1944	59
Aug.1944	53
May 1945	72
Aug.1945	51

B. In these graduating classes some students pursued the regular non-accelerated program, others accelerated.

1. Distribution

Date	Non-accelerated	Accelerated
May 1942	50%	50%
Jan.1943	9	91
May 1943	75	25
Aug.1943	-	100
May 1944	40	60
Aug.1944	-	100
May 1945	37.5	62.5
Aug.1945	-	100

2. Average Weighted Scores of Graduates Compared

Non-accelerated	3.20
Accelerated	3.--

3. Average age at graduation during the period May 1942-August 1945 was approximately 21 years 1 month.

4. Placement follow-up May 1942-August 1945

Teaching	39.4%
Service	29.5
Business	21.1
Further Study	1.4
Unknown	8.4

IV Summary

Majority of students enter college at the beginning of the regular college year. Attendance during summer terms shows a decrease. Registrations of 1944-45 show that interest in acceleration has become less. There has been an increase in the number of women students enrolled. Pupil load is unpredictable. Weighted scores of non-accelerated and accelerated students do not seem to vary much, however, the non-accelerated scores are slightly higher. There is a decrease in the number of students in each graduating class, hence we are not accomplishing the purpose for which acceleration was established. Not a large percentage aided teacher shortage.

Graduate Students

The graduate students who received the Master of Arts degree in 1940-41 were seventy-six. In 1944-45 twenty-five graduate students received the degree. Possibly the decrease in this number was a result of the war period. Some students were called into the Service, and others found it difficult to attend courses when transportation difficulties prevailed. An analysis of each department of the graduate division indicating the number of students matriculated in each department and the dates of the last courses attended is shown in Table VII

Table VII ATTENDANCE TRENDS IN GRADUATE DIVISION,
Showing Total Number Matriculated On July 1, 1945
In Each Department And Number Of This Total Which
Attended Their Last Courses On Specified Years.

Department	Total Present Matriculants	1937	1938	1939	1940	1941	1942	1943	1944	1945
Administration & Supervision	93	1	3	5	14	18	17	7	7	21
English	73	-	4	6	19	12	11	3	5	13
Language (discontinued)										
Mathematics	27	-	1	3	3	6	8	1	1	4
Personnel & Guidance	45	-	2	2	5	10	6	5	6	9
Science	25	-	-	4	8	7	2	-	4	-
Social Studies	94	5	6	9	14	15	14	5	10	16
Totals	357	6	16	29	63	68	58	21	33	63

This table should be read as follows: Of the total of 93 matriculated in Administration and Supervision, one student attended his last course in 1937
three students attended their last courses in 1938 etc.
In other words, a number of graduate students have been unable to continue their graduate studies during the depression and war periods. The Administrative Council has acted on the cases of those who have been matriculated more than five years and the Dean and Department Heads have written each candidate for the Master of Arts degree.

Table VIII ANALYSIS OF GRADUATION
Distribution by Departments
Students Receiving A.M. Degree
May 1945

	Not previously eligible for Certificate		Previously eligible for Certificate		Total	
	Men	Women	Men	Women	Men	Women
Administration & Supervision	0	0	7	3	7	3
English	0	0	-	7	-	7
Mathematics	0	0	0	0	0	0
Personnel & Guidance	0	0	1	5	1	5
Science	0	0	0	2	0	2
Social Studies	0	0	0	0	0	0
Totals	0	0	8	17	8	17

Table VIII has a bearing on resident work in the graduate division which now shows signs of increasing. All of the Master of Arts degree graduates have previously obtained their teaching certificates.

Staff Changes

Miss Charlotte G. Marshall retired as Registrar July 1, 1945. Miss Frances Van Etten was appointed Registrar July 1, 1945. Miss Dorothea Wiersma was appointed, March 1945 as temporary assistant to the Registrar. Mrs. Esther Spangeman was appointed to Miss Wiersma's place October 1945.

Recommendations

I wish to recommend that:

1. We continue the present system of recruiting freshmen.
2. We modify our accelerated program so that the scheduling of the classes will meet the needs of the majority concerned.
3. Special consideration be given Veterans who wish to matriculate.
4. Provide for one commencement at which time both May and August candidates participate in all the senior activities.
5. Registration be provided at the beginning of the first six weeks and again at the beginning of the second six weeks of the summer term.
6. We establish a fee for late registrations.
7. A recruiting program for graduate students be undertaken.

Studies Made

Trends Of The Accelerated Program

Trends of Matriculated Graduate Students

Respectfully submitted,

Frances Van Etten

Frances Van Etten, Registrar

REPORT OF COLLEGE HIGH SCHOOL YEAR

1944- 1945

I. Trends and Developments

1. Adjustments relative to war needs:

This report of necessity must be brief. Ideas will be outlined rather than given complete exposition.

a. Developments in College High School as a whole:

1) School spirit better last year than at any time in the history of the school.

2) Program of athletics complete in every respect both formal, competitive, and recreational. This required much work after school and on weekends. Camping trips and weekend trips were conducted by the director and by many of the parents.

3) War contributions were unusually high for our small school.

4) War services in the various communities from which our students come were complete and constant.

6) The responses for all kinds of service were instant and in results they were always far above the original requests.

6) Our waiting list has almost doubled during the war period.

b. Developments in English

1) Unusual work in the Western Culture experiment.

2) The 10th grade English classes maintained constant and immediate contacts with all war efforts.

3) Professor Bohn's work with our 12th grade in building up high idealism for service.

4) Miss Caliandro's work with our 8th grade. Its spiritual quality is most helpful.

5) Dr. Krauss's interest in the individual scholastic needs of our 11th grade.

61

c. Social Studies

1) Western culture program of Dr. Snyder

2) Mr. Bye 's quiet, sincere leadership in our P.A.D. class. Most helpful in these stirring times.

3) Diredtion toward critical thinking by Dr. Gage in our American History classes.

d. Language

1) The function of the languages in our present crisis and the interpretations of world cultures were emphasized at all times.

2) The realia of the department and its uses

3) The demonstrations constantly used by the teachers of this department

4) The contacts maintained with the public schools by this department were most unusual for the period of the war.

e. Science

1) Constant contacts with all war implications

2) Physics, Chemistry, Biology and General Science were war subjects.

3) Almost all of our children take all the science they can get.

f. Mathematics

1) Our 12th grade is outstanding. Students who completed this course all were placed in positions of unusual service during the war.

2) Professor Mallory's functional program deserves and has obtained national recognition.

3) Mrs. Davis's work is thorough and systematically accomplished.

The unity of effort noticeable in the year of 1943-1944 continued throughout the past year. The war may help here, but I attribute our success to our splendid faculty leadership. Our entire faculty seems proud of our school, proud of our children and are motivated by an intense desire to make our institution useful and inspiring. I think our demonstration school achieves more by what it is than by what it attempts to do.

II. Observations in the Laboratory School

The number of observations has remained satisfactorily high during the period of acceleration. We have fallen slightly in this part of our program. This will continue until we return to our regular schedule. Our time is shortened and the demands of scholastic preparation restricted to three years of college do not increase the numbers of observations.

English	1900
Mathematics	2100
Social Studies	2000
Science	1000
Language	1400
P.T.A.	1000
Miscellaneous	400
Total:	9800

III. Enrollment

We have from 160 to 175 students of wqual male and female distribution during each school year. Our waiting lists make it possible for us to give our school any enrollment the physical equipment of our school plant and the educational requirements of our institution make possible.

IV. Recommendations

1. A little more care in reporting observations by the faculty. I am sure we are missing some of the numbers which would aid us in giving us our numbers report a better showing.

2. We should replace the furniture of our classrooms with new furniture more comfortable to our students and adjusted to the physical needs of our smaller children.

3. Our guidance cards and records equipment should be completely modernized.

4. A careful record of the war efforts of our graduates should be made. It is distinctive and this record factually completed would be of inestimable use to our high school and to the college.

5. A careful record of the achievements of our students should now be compiled. We are graduating leaders and their achievements and the function of our educational program in influencing this leadership would be helpful in educational study.

a. m. Seybold

Director of the College High School.

ANNUAL REPORT
OF THE OFFICE OF
THE DEAN OF WOMEN

College Year 1944-1945

TABLE OF CONTENTS

[illegible]

[illegible]

TABLE OF CONTENTS

1944-1945

1. Club, Class and Organization Meetings
   A. Regular Club Meetings
   B. Special Meetings

2. Social Affairs

3. College Advisory Groups

4. Picnics

5. Trips Away from College

6. Miscellaneous Activities

7. Conferences

8. Part-Time Work Outside College

9. Student Absences

10. Dormitories

11. Social Competence

12. Hospital Service Plan

13. Conclusion

CLUB, CLASS AND ORGANIZATION
MEETINGS
1944-1945

REGULAR MEETINGS

Russ	117
Organ Practice	720
	837
Chapin	63
Administration Building	329
College H.S.	9

SPECIAL MEETINGS

Russ	14
Chapin	7
Administration Building	43
College H.S.	4

TOTAL MEETINGS SCHEDULED IN FOLLOWING PLACES:

Russ	851
Chapin	70
Administration Building	372
College High School	13

REGULAR
CLUB MEETINGS

1944-45

CLUBS	NUMBER OF MEETINGS				PLACE
	1 per mo.	2 per mo.	No. Per mo.	Total per yr.	
Aldornia	x			9	Russ
Aphesteon	x			9	Chapin
Choir			8	72	Room 24
Choral Speaking	x			9	Russ
Classical	x			9	Russ
Clio	x			9	Chapin
Commercial	x			9	Russ
Commuters	x			9	Room 4
Creative Writing		x		18	Room 2
Dance			4	36	Room 4
Geography	x			9	Room 26
Il Circolo Italiano	x			9	Russ
International Relations Club	x			9	Chapin
Kappa Delta Pi	x			9	Chapin
La Tertulia Espanola	x			9	Russ
Le Cercle Francais	x			9	Russ
Orchestra			4	36	Room 24
Players	x			9	College H.S.
Poetry	x			9	College H.S.
Pro Musica	x			9	Russ
Psychology	x			9	Chapin
Rohwec	x			9	Chapin
Science		x		18	Chapin
Sigma Phi Mu	x			9	Chapin
Student Government Association		x		18	Faculty Lunch Rm.
Women's Athletic Association (Regular Practice three times weekly)		x		18	Room 8
Men's Athletic Association					

INACTIVE CLUBS

Band
Program Bureau
Debating Team
Women's Glee Club
Forum
Junior Choir

CLUBS INACTIVE DUE TO THE WAR

Agora
Artsmen
Senate
Tribe

1944-1945

Bureau of Student Publications

Montclarion	Bi-monthly newspaper
Quarterly	Creative writings and drawings
La Campana	College Yearbook
Arrowhead	Freshman Handbook

Classes

Freshman Class

Sophomore Class

Junior Class

Senior Class

The foregoing hold meetings only when necessary to conduct their individual business.

SPECIAL MEETINGS

1944-1945

. College Clubs:

ept. 25	Club officers and advisers	Room 4
ct. 9	Cheerleaders group	Room 4
ct. 18	Commuters Club	Room 4
ct. 19	League of Women Voters	Faculty Lunch Room
ct. 26	Players	College High School
ov. 21	Clio Cake Sale	Center Hall
ec. 4	Student Government Association Social Committee	Personnel Office
ec. 4	Spanish Club	Room 24
ec. 4	Women's Athletic Association General Meeting	Room 4
ec. 5	Choral Speaking Club Special Rehearsal	Room 4
ec. 6	Choral Speaking Club Special Rehearsal	Russ
ec. 7	International Relations Club	Room 4
ec. 7	Student Government Association Christmas Assembly Meeting	Personnel Office
ec. 7	Spanish Club Christmas Program	Russ
ec. 22	Bible Club Christmas devotional service	Russ
an. 25	Italian Club Play	College High School
eb. 26,27	Spanish Club "Hot Dog Sale"	Center Hall
pr. 10	Pan-American Program (Spanish Club)	Gymnasium
pr. 12,13,14	Players Production	College High School
pr. 13	Clio Cake Sale	Lower Hall
pr. 16,17,18	Players Production	College High School
ay 19	International Relations Forum All day convention	Amphitheatre

I. College Classes:

ct. 5	Freshman Class	Room 4
ct. 25	Senior Class	Room 4
ct. 26	Class Vice-Presidents	Personnel Office
ec. 6	Class Presidents	Personnel Office
pr. 9	Junior Class	Room 4
pr. 17	Senior Class	Room 4
pr. 24	Senior Class	Room 1
pr. 25	Sophomore Class	Room 4
pr. 26	Junior Class	Room 4
ay 8	Senior Class	Room 1
une 18	Junior Class	Room 4

II. Outside Groups:

ept. 25	1944 Chinese Institute Board Meeting	Chapin
ct. 17	Alumni Council	Russ
ov. 2	State Constitution Mass Meeting	Room 4
ec. 6	Alumni Executive Meeting	Personnel Office
an. 11	China Institute Executive Meeting	Chapin
an. 10	Alumni Executive Meeting	East Orange
an. 17	Business Education Department State Meeting	Chapin
an. 22	China Institute Executive Meeting	Chapin
eb. 14	Mountain Heights Civic Association Meeting	Room 4

SPECIAL MEETINGS (Cont'd.)

III. Outside Groups (Cont'd.):

Mar. 2	China Institute Meeting	Chapin
Mar. 17	Senior National Examinations	Administration Bldg.
Apr. 9	College Women's Club	Chapin
Apr. 12	China Institute Executive Meeting	Chapin
May 15	Montclair Heights Committee Meeting	Room 4
June 16	Campus Institute (Dr. W.H.Snyder)	

IV. Departmental Meetings:

Nov. 19	Organ Recital	Russ
Dec. 4	Orchestra Special Rehearsal	Russ
Dec. 18	Orchestra Special Rehearsal	Russ
Dec. 19	Christmas Concert	Russ
Apr. 15	Organ Recital	Russ
Apr. 29	Organ Recital	Russ
May 6	Organ Recital	Russ
May 9	Sale of French Maps	Center Hall
May 13	Faculty Trio	Russ

V. Miscellaneous:

Oct. 9	Guidance Group Meeting	Faculty Lunch Room
Oct. 9	Work Scholarship Group	Room 4
Oct. 9	Faculty-S.G.A. "Who's Who" Group	Room 7
Oct. 30	Women's Recreation Room Mass Meeting	Room 4
Dec. 4	Volley Ball Play Day	Gymnasium
Dec. 12	Channukah Candle Light Ceremony	Russ
Feb. 1	Women's Recreation Room Mass Meeting	Recreation Room
Mar. 5	War Bond Drive Movie	Room 4
Apr. 9	War Bond Boy Drive	Center Hall
Apr. 10, 11,12	War Bond Boy Drive	Center Hall
Apr. 17	War Bond Drive Choir Concert	Russ
Apr. 23	Beauty Culture Meeting	Room 4
Apr. 24	Life Camp Meeting	Faculty Lunch Room

SOCIAL AFFAIRS

I. Russ Hall

Oct. 5	Russ Council Tea for faculty and Russ Freshmen
Oct. 8	Faculty Party
Oct. 16	Sophomore Scholarship Party for Freshmen
Nov. 3	New Jersey International Relations Forum Dinner
Nov. 16	Sophomore Class Party
Nov. 21	Interdormitory Thanksgiving Dinner
Dec. 21	Interdormitory Christmas Dinner
Jan. 6	Sophomore Class Party
Feb. 1	Freshman Class Party
Feb. 6	State International Relations Club High School Group Lunch
Feb. 9	Chinese Institute Dinner
Apr. 7	Russ Week-end Party
Apr. 27	Music Department Dinner
Apr. 28	Junior Class Party
May 2	College Women's Club Reception
May 22	President's Reception for Seniors
Aug. 15	President's Reception for Seniors

II. Chapin Hall

Nov. 13	Chapin Card Party
Nov. 15	Junior Class Tea
Nov. 30	Commuters Tea for faculty and commuting freshmen
Dec. 5	Chapin Party
Dec. 8	Foreign Exchange League Reception
Feb. 7	Speech Club Reception
Feb. 22	Alumni Meeting and Reception
Feb. 28	Speech Minors Tea
Mar. 3	New Jersey Association of Secretaries (School) Tea
Mar. 7	Women's Athletic Association Play Day and Reception
Mar. 22	State War Finance Meeting and Tea
Apr. 16	Faculty Tea
Apr. 17	Miss Duke's Advisory Group Tea
May 17	Women's Athletic Association Banquet
May 21	Orchestra Tea

III. Gymnasium in College

Oct. 31	Student Government Association Halloween Party
Nov. 28	Freshman Class Party
Dec. 7	Student Government Association Show Boat Party
Dec. 12	Senior Alumni Christmas Party
Dec. 20	Student Government Association Christmas Party
Feb. 17	Student Government Association Valentine Party
Mar. 7	Freshman Party
Mar. 16	Student Government Association Party
Apr. 21	Student Government Association Formal Dance

IV. Miscellaneous

Nov. 6	Pro Musica Tea	Listening Room
Nov. 10	Alumni Tea, Hotel Pennsylvania	New York
Dec. 12	Italian Club Banquet	Bloomfield
Dec. 12	Rohwec Banquet	Marlboro Inn

SOCIAL AFFAIRS (Cont'd.)

IV. Miscellaneous (Cont'd.)

May 23	Senior Banquet	Marlboro Inn
Dec. 18	International Relations Club Christmas Party	Faculty Lunch Rm.
Dec. 12	Aphesteon, Sigma Phi Mu Christmas Party	College High School
Dec. 19	Commuters Club Christmas Party	Room 4
Jan. 25	Junior Class Roller Skating Party	Bloomfield
May 4	Freshman Class Dance	Amphitheatre
May 10	Miss Cook's Advisory Group Picnic	"
May 16	Aldornia Banquet	Craft Homestead
June 4	New Jersey State Speech Clinic	
June 27	Student Government Association Swim Party	Montclair Pool
July 17	Student Government Association Swim Party	" "

COLLEGE ADVISORY GROUPS

Picnics and Parties:

Nov. 8	Dr. Mallory's Group	Picnic, Upper Field
Dec. 4	Miss Sherwin's Group) Dr. K.O. Smith's Group)	Party, Faculty Lunch Rm.
Jan. 4	Mrs. Cressey's Group	At home, party
Feb. 5	Mr. Conrad's Group	Party, Chapin Hall
April 19	Miss Van Etten's Group) Miss Cridlebaugh's Group)	Picnic, Upper Field
April 25	Dr. Snyder's Group	Picnic, Upper Field
April 26	Miss Sherwin's Group) Mrs. Ramsden's Group)	Picnic, Upper Field
May 10	Miss Cook's Group	Picnic, Upper Field
May 16	Mr. Jackson's Group	Picnic, Upper Field

PICNICS

Groups outside the College:

Montclair Schools Mens Club

Kiwanis

Cub Scouts

Girl Scouts

Cub Scouts

Bloomfield Senior High School Faculty

Cub Scouts

Watchung School

Boy Scouts

Clifton Married Couples

Lodi High School

Board of Education

Cosmopolitan Club

Boy Scouts

Montclair Heights Reformed Church

Girl Scouts

Girl Scouts

Montclair Heights Association

College Avenue Home Owners

Boy Scouts

Grace Presbyterian Church

TRIPS AWAY FROM COLLEGE 1944-1945

College trips involving group returning late to the dormitory	27
Other trips involving groups or individuals returning late to the dormitory	33
Total number of students admitted after closing hours of the dormitories at night	292

MISCELLANEOUS ACTIVITIES

1944-1945

DRIVES

Mitchel Field

The Commuters Club carried out a drive for money and articles from which 125 packages were wrapped and taken to Mitchel Field for the wounded service men. Each package contained 2 packs of cards, candy, shaving cream and 2 packs of cigarettes.

Red Cross

The Commuters Club sponsored a Red Cross Drive and secured about $150.00.

War Bond and Stamps Drive

The Student Government Association and class organizations conducted a very active campaign.

Chapin Hall, Russ Hall and the freshman class were 100% subscribed and all other classes made a good showing. Approximately $16,000.00 was raised.

CONFERENCES
1944-1945

Intercultural Education Association

During the week of January 26 to February 1, 1945, a group from the National Intercultural Education Association held a convention at the College. A group of 25 people lived and held their meetings in Chapin Hall and had their meals in Edward Russ Hall.

Due to the fact that the College does not own any blankets, enough had to be borrowed from individual faculty members to supply the conference members. Because the College was in session during the convention, quite a few students had to be moved out of their rooms temporarily.

Aside from these two featrues, I believe that it was a fine thing to have this group hold such worth-while meetings on the campus.

Chinese Conference

From June 29 to July 10, 1945, the Montclair Institute and Workshop on China met on the campus. Four members lived in Chapin Hall and a group, varying from 50 to 60 had their luncheons in Russ Hall, every day. The meetings were held in Russ and Chapin living rooms and the College High School auditorium.

This group, I believe, thoroughly enjoyed its meetings on the campus and is a most cooperative, friendly and valuable asset.

Girl Scout Leadership Courses

There were two Girl Scout Leadership Courses held on the campus, each lasting for one week.

The first group was there from July 22 to July 28 and the second from July 28 to August 4, 1945. There were 19 registered in each group. They lived in Chapin Hall, had their meals in Russ Hall and held their meetings in the Administration Building.

They seemed to enjoy their stay here and fitted in very well with the college life.

PART-TIME WORK OUTSIDE COLLEGE

1944-1945

Two students lived in private homes and worked for their board and room.

A large number of students worked part-time at fifty cents ($.50) per hour in such places as the following:

1. Private homes care of children
2. Stores
3. Defense factories
4. Government offices

STUDENT ABSENCES

1944-1945

Total period excuses are figured on the basis of 3 periods missed per day since that equals 15 periods per week. This is slightly low since the average student carries 16 hours per week.

I. General Personnel Excuses:

No. Excuses	Total No. Days	Total No. Periods
216 for odd periods		264
185 " 1 day	185	555
37 " 2 "	74	222
8 " 3 "	24	72
6 " 4 "	24	72
9 " 5 "	45	135
2 " 6 "	12	36
2 " 7 "	14	42
2 " 8 "	16	48
1 " 10 "	10	30
468		1476

II. Religious Holiday Excuses:

Total Number of Slips	281	
Total Number of Periods Missed		345

III. Admit Slips, Not Excuses:

Total Number of Slips	81	
Total Number of Periods Missed		108
Total Period Excuses		2427

Total Number of Excuse Slips issued by the Personnel Department	830
Total Number of Excuse Slips handed to Personnel Department by Medical Department	1487
Total Number of Excuse Slips for 1944-1945	2317

Total Number Periods Missed	Personnel	2427
Total Number Periods Missed	Medical	7971
Total Number of Periods Missed for 1944-1945		10398

STUDENT ABSENCES (Cont'd.)

1944-1945

IV. Reasons other than Illness for Student Absences:

Reasons	No. Excuse forms given
1. Illness in family	103
2. Death in family	58
3. Working	11
4. Interview for job	3
5. Draft board and induction center	20
6. Miscellaneous	53
7. Transportation Difficulties	158
8. Seeing relatives off to service	5
9. Substituting in schools	11
10. Interviewing	7
11. Telephone calls	4
12. Caring for baby	5
13. Religious reasons	8
14. Scholarships	2
15. Teachers Exams	3
16. Travelling, other than to school in the morning	4
17. Doctor visits	3
18. School business	2
19. Civil affairs	5
20. Moving	2
21. Graduation from high school	2
Total	499

DORMITORIES

Registration in the dormitories during 1944-1945.

First Semester	Students
Chapin Hall	91
Edward Russ Hall	108
Second Semester	
Chapin Hall--Jan.22-March29, during senior practice-teaching period	70
Chapin Hall--April 3-May 24	89
Edward Russ Hall	105
Summer Session	
Chapin Hall--July 9-August 17 (Extension Students)	10
Edward Russ Hall--May 29-August 17	26

Staff

Chapin
Mrs. Hibbs, Housemother
Mrs. Meade, Relief Housemother for both dormitories, Head of dining room
Miss Rosser, Assistant Nurse
Miss Van Etten, Assistant Registrar
Mrs. Bell, Bookkeeper

Two housemaids, 1 pantry woman, 1 houseman, 1 kitchen worker

Russ
Mrs. Maxwell, Housemother
Miss Booth, Head Nurse

Six janitors and kitchen men, 2 laundresses

All waiting on table is done by 35 student waitresses.

SOCIAL COMPETENCE

1944-1945

Six sections of Integration 100 C (Social Competence) met once a week for one semester. These sections included 189 students. Class work includes

A. Lectures, questions, discussions on such topics as

1. Introductions

2. Conversation

3. Grooming

4. Behavior at socials

5. Demands of group living

6. Manners in public places

B. Written tests

C. Oral topics

The class work is supplemented by outside speakers on make-up, clothes, personality tips, etc.

HOSPITAL SERVICE PLAN
1944-1945

Staff members previously enrolled	49
New applicants 1944-1945	0
Total number	49

It seems impossible for the college to enroll any new members in the Hospital Service Group because of a new regulation which the Hospital Organization has put into effect.

It will not enroll anyone unless a group of eight is secured. Due to the small turn-over of employees at the College, it seems unlikely that eight new members could be secufed at any one time.

SUMMARY

1944-1945

The year of 1944-1945 was far more active as far as student activities were concerned than the preceding year.

Almost all of the club and class organizations as well as the Student Government Association picked up again after their lull due to the great majority of the boys leaving for the service. The clubs, with the exception of those composed primarily of men, began to meet more regularly and revised their programs to make it possible to carry on despite the lack of men.

The Student Government Association and the classes instituted informal parties and dances so that the girls could come unescorted. The affairs were well planned and well run in spite of their informality, and met the definite need of social life under present conditions. Everyone is, of course, looking forward to more normal conditions so that the college group may return, even though gradually, to its traditional social events, both informal and formal.

Respectfully submitted,

MARGARET A. SHERWIN
Dean of Women

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

ANNUAL REPORT OF THE LIBRARIAN FOR THE YEAR 1944/1945

I. TRENDS AND DEVELOPMENTS

A. Gifts

The gifts to the Library during the past year have been largely for the music section. The late Mrs. C. Welwood Murray, of Montclair, gave us, a few weeks before her death, a very valuable collection of scores, many of them foreign editions long unavailable in this country. Mr. Mark Andrews, II and his mother, Mrs. Mark Andrews have presented to the College Library the entire collection of scores and collections of and about music which had been collected by the late Mark Andrews, organist, composer, and conductor. A collection of books owned by the late Lt. George C. Horn, of the class of 1940, was presented by his father, and Mr. D'Arcy C. Barnett gave about 100 volumes, many of them in the field of education.

Miscellaneous textbooks sent to the Teaching Aids Service for review have been added to the Library, as well as innumerable pamphlets from the same source. The Library continues to receive the publications of the U.S.Bureau of the Census, reports on the 1940 census, and many serials, maps, and pamphlets from the information agencies (propaganda) which continue to send materials to the War Information Center.

B. Interlibrary Loans

The College Library has during the past year made frequent use of the collections of libraries in the neighboring cities, especially from the public libraries of Montclair and Newark. In addition, we have borrowed for the use of staff members books from the Library of Congress, and from a number of colleges and universities. A few requests for the use of Montclair M.A. theses have been filled.

For the use of students in the Institutes on China and the Far East held at the College in July, 1944, and June-July, 1945, the College Library borrowed extensively from nearby libraries. In 1944 we borrowed about 200 volumes from 13 college and public libraries. In 1945 8 libraries sent us 405 volumes on China, Japan, India, Korea, and the Philippines. In addition, exhibit materials were borrowed from the Newark and Montclair museums, as well as from the Metropolitan Museum of Art and from various individuals.

C. The Book Collection

In order to make room for new books, it has become necessary to remove from the shelves any books whose use does not justify their presence. For this reason, the remainder of the collection of books in German has been removed to a storage room, and a large number of early volumes of periodicals has been shelved in a storage room in the attic. These volumes have great intrinsic and monetary value, but are not being used.

The policy of weeding out old editions of books is being closely adhered to, except where recommendations of members of the faculty show that all editions are useful. Recommendations for slight enlargement of available shelf space have been placed in the hands of the President, but a long-range program of growth commensurate with the growth of the college and its curriculum must be initiated soon. Recommendations concerning this will appear later in this report.

D. Instruction

1. A series of four lectures given by members of the Library Staff to all students in courses of grade 401 (methods) was presented in all major departments except Science and Music. These talks were substantially as described in the report of the previous year. The fourth lecture, by Miss Fantone, was included as a regular item in the series, and led not only to increased use of the projection and sound equipment, but also to greater use of the facilities of the Teaching Aids Service. Miss Fantone's lessons on projectors to members of several Integration classes were also of practical value in providing trained operators among the students.

2. During the year, a new method of integrating instruction in the use of the Library with other instruction was found more successful than any method tried previously. The Librarian participated in the work of Sophomore Composition classes, in cooperation with Mrs. Hough and Miss McKinney. By demonstrating to the members of the classes that the Library can give concrete assistance in preparing assigned work, a more vital relationship between the Library and the departments of instruction was established in the minds of the students and they were ready and willing to learn about the Library's facilities.

Plans for the new year include an introductory lesson for each Freshman section, as scheduled by the Department of Integration. This will not supercede the Sophomore instruction, but will, it is hoped, give the Freshmen a little more familiarity with the Library's resources.

3. Miss Cook and Mrs. Winchester again participated in giving English S301A (Literature for Adolescents) during the summer session of 1944, as well as in the spring of 1945. They were to assume full responsibility for it in the summer of 1945. We still believe that this course as given in the Summer or in the Part-Time Division should be reorganized as a graduate course, which should be creditable in any department. The assignments of individual work are so planned.

4. For two weeks immediately succeeding the Easter holiday, a student from the School of Library Science of Drexel Institute was here for her period of "practice work". Miss Anna Frances Farran of Philadelphia, a former teacher, worked in all departments of the College Library and in the High School Library, in order to get an over-all view of the work of a Teachers College library.

The necessity for explaining our practices and demonstrating our methods caused the members of the staff to reconsider the purposes and values of these practices and methods, and was as valuable to us as we hope it was to Miss Farran. We hope to continue this service to Drexel, and would welcome students from other Library Schools, as well.

E. College High School Library

1. Circulation of Books. The statistics of circulation will be given in Part IV. It should be noted that the greatest number of books circulated were in (a) History, Geography and the Social Studies, (b) Fiction, and (c) Science. Daily circulation averaged between 45 and 50 books.

2. Accessions and Withdrawals. The High School Librarian has continued her policy of weeding out unused and out-of-date books, in order to keep the collection fully alive, as well as to keep it within the limits defined by the capacity of the Library Room.

Accessions have totaled 207 volumes, withdrawals 236 - a net loss of 29 volumes, making the collection total exactly 3300 volumes. The greatest turnover was in fiction, where 47 volumes were added, and 61 withdrawn.

3. Gifts. The policy of an annual gift by the Eighth Grade English class of 2 subscriptions to the Junior Literary Guild was continued. These books, showing as they do the trends in book publishing for adolescent readers, are particularly in demand by the students in the College Course Eng. 301A - Literature for Adolescents, in both Summer and regular terms.

Numerous volumes have been presented by the parents of C.H.S. students.

4. Instruction. The College High School Librarian was assigned to teach both English and Art to the 7th grade, and to be their Home-Room teacher. In addition, she gave the 9th grade social studies class 3 lessons on making bulletin boards. To College students she gave lectures on bulletin boards to Methods classes in English, Mathematics, Language, Business and Social Studies, and 3 lessons to Dr. Sperle's class, on making slides, on bulletin boards, and on Guidance through reading. In the summer, as mentioned above, she assisted Dr. Fulcomer in teaching English S301.

17 exhibits were prepared in the Library. 2 book talks and 8 library lessons were given.

5. Extra-library activities. The Librarian's participation in all phases of the College High School program continue as described in detail in the annual report previous to this.

Field trips arranged were as follows:

2 to American Museum of Natural History
1 to Metropolitan Museum of Art
2 to The Cloisters
1 to a broadcast at Radio City
1 overnight trip to High Point Park

Under the Librarian's direction funds were collected for: Greek Relief, Red Cross. Other collections were made of: Books for army camps and hospitals; Clothing for France; and Newspapers for salvage.

At Christmas time the 7th grade took their decorations and trimmed a Branch Library in a poor section of Paterson.

F. Teaching Aids Service

During the year 190 units were cataloged and added to the loan collection of this department. In addition approximately 26,000 pamphlets, maps, charts, etc. were secured in lots of 30 for distribution to students and graduates of the College. About 90 books received by the department for listing were cataloged and added to the Library's collection, and numerous pamphlets received were filed in the Library's information files.

During the year lists of teaching aids were published on:

Business Education
Consumer Education
Consumer Chemistry (in collaboration with Miss Sarah B. Ransom)
The people of America (Intercultural education)

About to be published is a list on: Guidance, Personal and Vocational

In preparation are lists on:

Economic geography
Adventure in geography
American history
Physics

In cooperation with Lt. G.A.Raymond, of the Educational Services Department of the U.S.Naval Hospital at St. Albans, New York, a list is being compiled for the use of Army and Navy hospitals and Veterans Hospitals. This will include free materials for recreational and occupational therapy.

For the first time since the Service was inaugurated in 1939 there is a noticeable increase in interest in the use of teaching aids. Requests for information and assistance have been received not only from New Jersey, and other states, but also from Canada, Mexico, Brazil, Puerto Rico, the Philippines, the U.S.S.R., New Zealand, Australia, South Africa.

The main purpose of the Service remains, of course, to give help to our own students and graduates, and to other teachers and librarians in this state. All are increasingly interested in establishing their own collections and in keeping them up to date. Some schools as much as 50 miles away send representatives for periodic additions to their collections.

G. Motion Picture Projection Service

The report of this department is given in statistical form in Part IV.

H. Equipment

New equipment was added to the various departments, namely:

2 new cabinets in the Teaching Aids Service
1 cabinet for records and valuable music scores
1 cabinet for recent periodical files
1 16mm silent projector
1 Keystone overhead projector
1 table-model screen
7 units comprising 45 additional trays for the card catalog

II. STAFF

A. Members of Permanent Staff

Miss Margaret G. Cook, Librarian
Miss Anne Banks Cridlebaugh, Assistant Librarian, in charge of Reference Work
Miss Florence W. Holmes, Head of Loan Desk
Dr. Lili Heimers, Director of Teaching Aids Service
Mrs. Mollie C. Winchester, Librarian at the College High School
Miss Emma Fantone, Library Assistant and Film Librarian

There have been no changes in the permanent staff since the last report.

B. Temporary and Part-Time Staff

During July and August, 1944, additional help in the Catalog Department consisted of:

Miss Coral E. Melson, Assistant Cataloger
Miss Miriam E. McPherson, Typist, part-time
Miss Rita Convy, Typist, part-time

In the latter part of June, 1945, Mrs. Florence Gerson Gennet substituted for Miss Fantone

C. Student Assistants

As has been previously stated, we need 100 hours per week of student assistance in order to keep the Library in good order and to keep new books moving from the catalog department. The minimum with which we can function with somewhat curtailed efficiency is 70 hours. During the spring and summer terms we exceeded that minimum for the first time since Jan. 1942. The maximum has not been reached since the first days of NYA. During the past year our student service was as follows:

Summer Session, 1944 - July 5-Aug. 16

Ruth Bryan	7½ hours per week
Harriet Jones	15
Helma Richter	7½
Melanie Kruzewska	7
	37 hours

Fall Term, 1944

Eileen Bolton	5 hours per week
Jean Chalifoux	5
Elsie Courtney	5
Lucile Fagan	5
Theodore Holt	5
Elizabeth Hopper	10
Mabel McIntyre	5
Marie Sinatra	5
Katheryn Stagg	5
	50 hours per week

Spring Term, Feb-May, 1945

Catherine Bauer	7	hours per week
Bessie Birnbaum	7	
Eileen Bolton	5	
Jean Chalifoux	7	
Elsie Courtney	5	
Phyllis Dowdy	10	hours assigned April 3 - June 30 (irregular)
Elizabeth Davies	5	(count as 5)
Frank Guitart	5	hours assigned April 3 - June 30 (irregular)
Elizabeth Hancock	5	
Eleanor Holzborn	5	
Elizabeth Hopper	10	
Harriet Jones	5	
Marilyn Maxwell	5	
Katheryn Stagg	3	79 hours per week

First summer quarter, May 24–June 30, 1945

Margaret Callen	15 hours per week
Margaret D'Alesso	8
Frances Del Guercio	8
Phyllis Dowdy	8
Harriet Jones	5
Rose Kagan	8
May Kennedy	8
Perry Lieb	8
Marilyn Maxwell	8
Beatrice Rubin	8
	84 hours per week

D. Staff Activities

Conventions having been curtailed, members of the Library Staff had few professional meetings to attend. Members of the staff attended the meetings of the N.J.Education Association in New York Nov. 11 and 12, and a meeting sponsored jointly by the East and West Association and the Library School of Columbia University in the Spring. Miss Fantone attended a meeting of the Visual Aids Institute of the American Museum of Natural History in the Spring.

The article prepared by Miss Cook and Dr. Heimers on the place of Teaching Aids in the library of a teachers college was at last published in the June, 1945 issue of College and Research Libraries.

In March, 1945, Miss Cook visited the Library School of Drexel Institute and talked to the class about the opportunities in Teachers College Library work.

Miss Cridlebaugh and Miss Cook were each assigned Freshman advisee groups and thus participated in the initiation of the Guidance Program. Miss Cook continues as Faculty Advisor to the student League of Women Voters.

III. RECOMMENDATIONS

A. Physical Requirements

The statement of policy regarding the book collection remains as previously stated. The recommendations for additional stack space (in what is now the cafeteria) are still urged. It is understood, of course, that such a change can only follow upon a building program which provides for a new cafeteria. However, the necessity to provide for at least 20 years growth in the book collection must not be ignored.

A recommendation handed to the President in August, 1945, gives newer plans for a Librarian's office and cataloging and preparation of books. The future planned for the Teaching Aids Service seems to point to an even closer integration of the Teaching Aids with the book collection and reference service of the Library. Because of these plans, it is felt that the Teaching Aids Service should no longer be separated from the other departments of the Library which serve the students directly, and that certain sections of the book collection which fit into its work should be placed in close proximity to it.

B. Staff Increases and Changes

Last year the Librarian recommended the transfer and promotion of Miss Holmes (now Mrs. Brainard) to the position of Cataloger, and the appointment of a new staff member to take charge of the Loan Desk. A student of the College, Miss Elizabeth Hopper, will be available in June, 1946. Miss Hopper will be certified for librarianship, having taken the required 16 points in two summer sessions at the Trenton State Teachers College. Miss Hopper has been a most responsible and resourceful student assistant throughout her college career.

In addition, the Library needs a full time typist. Miss Fantone's activities as "Film Librarian" which include a rather large amount of teaching the use of projection equipment to small groups of students, are requiring a perceptibly increasing amount of her time. As she assumes further responsibilities someone else will be needed to take over the order work and typing for the catalog, miscellaneous correspondence, and the cutting of stencils. This new assistant should be appointed soon, so that she may learn the rather complicated details of these duties.

C. Staff Salaries

The Librarian recommends that increments in accordance with the recently established schedules be awarded to all staff members.

D. Library Training Course

In the report for the year 1943/44, recommendation was made that a course be offered for prospective part-time school librarians. This course should cover the m minimum essentials of library techniques, as described in the previous report. I wish to repeat this recommendation, also. Not only requests through the Secretary of the Part-Time and Extension Divisions, but frequent requests from the Placement Office, and directly from Principals and Superintendents of Schools, for graduates of this college to take charge of school libraries, make this course seem advisable.

E. Undergraduate Course on Teaching Aids

In the Report of the Group Meeting on Libraries and Multi-Sensory Aids, April 24, 1944, which was appended to the Report of the Librarian for 1943/44, the statement was made that

> "The responsibility of the teachers college is to train prospective teachers to use multi-sensory aids freely and intelligently, with understanding not only of the mechanical equipment involved, but of the techniques necessary to make the use of these aids a vital part of the teaching process."

Among the recommendations made by this committee was:

"3. That a course in visual aids be required for the certification of teachers."

In spite of the fact that this course is not required for certification, as yet, such a strong recommendation might be considered as an argument in favor of its requirement for graduation from a state teachers college. It is recommended, therefore, that a course in the use of multi-sensory aids, to be given by a panel consisting of those members of the faculty who are experts in their use, be required in the Junior year. Consultation with Mrs. Heimers and Miss Fantone would make it a simple matter to name the members of such a panel.

IV. STATISTICAL STUDIES

Library Expenditures

Books	2493.91
Periodicals	705.98
Binding	225.41
Supplies	164.59
	$3589.89

The total expenditures for the preceding year were $4046.77

Accessions and Withdrawals

	Main Collection	Textbook Exhibit	Total Main	High School	Total
In Library July 1, 1944	43,201	3,117	46,318	3,329	49,647
Additions	2,053	156	2,209	207	2,416
Withdrawals	319	14	333	236	569
Net Gain	1,734	142	1,876	-29	1,847
In Library, July 1, 1945	44,935	3,259	48,194	3,300	51,494

Cataloged pamphlets 6,179 12% of total

Duplicate copies 13,080 25.3% of total

Circulation Totals

Monthly total of books loaned

	Non-reserved books	Reserved books	Teaching units (Incl. in total)	Total
July, 1944	2557	674	15	3231
August, 1944	1103	284	10	1387
September, 1944	2536	663	44	3199
October, 1944	3575	1074	104	4649
November, 1944	3437	680	69	4117
December, 1944	2799	637	22	3436
January, 1945	3736	1169	92	4905
February, 1945	3331	1076	163	4407
March, 1945	3812	1024	167	4836
April, 1945	4369	850	104	5219
May, 1945	2600	641	41	3241
June, 1945	1394	317	9	1711
Total	35,249	9,089	840	44,338
Total High School				7,517
				51,855

Per Capita Circulation

As shown in previous reports, the average annual per capita loans in 55 colleges as reported by Branscomb - Teaching with books (1940) was 12. According to the following table, at Montclair it averaged 66.77 for 1944/45, a loss of 6.48 from last year's average of 73.25.

Month	No. of full-time students	No. of staff Members	*Weighted no. of part-time students	No. of total borrowers
July, 1944	215	46	60	321
Aug.	215	46	60	321
Sept.	673	77	37	787
Oct.	673	77	37	787
Nov.	673	77	37	787
Dec.	673	77	37	787
Jan., 1945	673	77	37	787
Feb.	663	77	40	780
Mar.	663	77	40	780
Apr.	663	77	40	780
May	663	77	40	780
June	204	46	19	269

*Figures from the Part-Time Division show that during the Summer Session, students in that division carried an average of 4 semester hours. Each student in that division is therefore counted as ¼ student. During the Fall and Spring terms the students in that Division average 3 semester hours, and each is therefore counted as 1/5 student.

Average number of borrowers is	664
Total circulation	44,338
Average Per Capita Circulation	66.77

It should be noted that the circulation of books "on reserve" constitutes only ¼ of the total. This is concrete evidence that students do a great deal of reading "on their own" and on faculty recommendation.

Teaching Aids Service

No. of units cataloged during the year	190
Total no. of cataloged units	3,053
Number of visitors registered	326
Total circulation of cataloged units	840

Amount received from sale of mimeographed lists,	Jan. 1944-Jan. 1, 1945	$104.62
	Jan. 1, 1945-June 30, 1945	$180.00

Film and Projection Service

No. of class periods during which equipment was used		694
B & H 16mm sd projector	444	
B & H 16mmsi projector	15	
B & H 8mm si projector	6	
2x2 projector	49	
Opaque projector	81	
Magnavox	35	
Playback	19	
Overhead projector	45	
	694	
No. of class periods during which sound projector was used		444
Periods during which films were shown	355	
Periods during which projector was used to demonstrate lectures to methods groups	8	
Periods devoted to teaching use of projector to 163 students (27 groups, 3 hrs. each)	81	
	444	
Total no. of film showings		355
No. of projections covered by student assistants (13)	187	
No. of projections covered by Film Librarian, faculty, and class members	168	
	355	
No. of films secured		212
No. of films secured free of charge	116	
No. of films for which fee was charged	96	
	212	
Sources of films		53
Approximate no. of students viewing films, 355 showings @ 15 students per showing		5,325
Cost of student assistants, 187 hours @ 50¢	$ 93.50	
Cost of repairs and parts	51.92	
Cost of films for which fees were paid	262.35	
Total cost		$407.77
Average cost of service per student (based on attendance)		$.076
No. of exhibits secured		1
No. of recordings secured		2

Respectfully submitted
Margaret G. Cole
Librarian

Medical Department

June 25, 1945

ANNUAL REPORT OF THE MEDICAL DEPARTMENT
1944 - 1945

1. Trends and Developments

The work of this year has followed the general program of last year which includes:

(a) Physical Examinations of 789 students.
(b) Follow-up of Medical Recommendations and Corrections of Physical Defects found (detailed report is attached).
(c) Improving physical efficiency of individual students referred to Medical Department from other departments.
(d) Tuberculosis Survey - Patch test and subsequent chest x-ray where indicated (entire student body and personnel).
(e) Hearing tests (Audiometer 4-A) of entering student body.
(f) Basal Metabolism tests made 32.
(g) Service rendered:

1. First Aid treatments	1776
2. Dormitory care of	305
3. Issuance of Make-up slips for illness	1538
4. Office Consultations	1547

(h) Communications with private physicians re: improving physical efficiency of students

In the regular scheduled health education classes, first aid instruction was given to 237 students.

II. Enrollment Data - Undergraduates - Total - 673 as of first semester, 663 as of second semester.

III. Staff and Staff Changes

The Medical Department has consisted of one full-time non-resident physician and one full-time resident nurse. Two part-time resident student nurses assisted in the Medical Department from September to January 18, 1945: one part-time resident student nurse assisted in the Medical Department from January 18th to June 1, 1945.

IV. Recommendations:

(a) Continue services of part-time student assistant nurse, if possible. If this is impossible due to present shortage of nurses, the employment of one female student to carry trays.
(b) Adequate infirmary facilities.
(c) Better follow-up work for correction of defects noted at physical examination.

Respectfully submitted,

Margaret M. Wurts
College Physician

W:B

FOLLOW-UP OF MEDICAL RECOMMENDATIONS AND CORRECTION OF PHYSICAL DEFECTS FOUND 1944-1945

	Number of Defects	Number of Defects Fully or Partially Corrected
Blood (Anemia, etc.)	26	8
Blood Pressure (Elevated or Subnormal)	77	
Ears	8	1
Endocrine	60	6
Eyes	305	38
Feet	176	
Gastro-Intestinal System	32	1
Glands (lymph)	102	1
Heart	72	
Hernia and Varicocele	4	
Lungs	9	
Nerves	40	1
Nose	38	3
Orthopedic (not feet)	52	
Posture	171	
*Skin	363	10
Teeth and Gums	109	8
Tonsils	63	5
Weight (10% over and under)	162	5

Defects reported as uncorrected were due chiefly to:

1. Failure to report to Medical Department although defect was actually corrected.
2. Lack of interest on part of some students.
3. Some defects are impossible of correction, such as missing teeth, loss of vision due to muscle imbalance, deafness due to childhood ear infection.

*Increase in skin defects 1944-1945, primarily due to careful examination of students for presence of athlete's foot; when found, treated in the Medical Department.

COLLEGE NEWS BUREAU

Approximately 335 different news stories were released to the newspapers by the College News Bureau between June 30, 1944, and June 30, 1945. Each of these stories was sent to from one to fifty separate papers, the broadest spread being given to Commencement news, the International Relations Forums, and the publications of the Teaching Aids Service. Stories submitted to one paper only were those dealing with the minor achievements of individual students, which were sent to their "home-town" publications. The great majority of stories were sent to the six Montclair, Newark, Passaic, and Paterson papers, and many also to Jersey City, Union City, Bergen, Bloomfield, Caldwell, and New York City. Trenton received all important stories.

Material was also sent to the New Jersey Education Association's school news program on Station WAAT, and to the Teacher-Education Journal. Biographical data on various members of the faculty was supplied to the bulletins of universities, women's clubs, and other organizations with which they were connected.

At the beginning of the fall semester, the heads of all undergraduate organizations were asked to appoint publicity representatives within the organization whose responsibility it would be to bring news items concerning the organization and its individual members to the News Bureau. One or two of these organizations cooperated actively, others occasionally, still more not at all. A more thoroughgoing organization is planned for the fall, with the assistance of

the Student Government Association, and it is hoped that an apparent growing awareness of the work of the News Bureau on the part of the student body will be reflected in a greater co-operation by the students in supplying the Bureau with information on undergraduate activities.

The News Bureau has worked in close co-operation with the Montclarion staff, primarily by serving them as a source of information for faculty and academic news, but also, to some extent, in obtaining from them material on student activities.

In May and June, the college publicity representative attended a six-weeks' Publicity Institute conducted by the Montclair Public Library in conjunction with the Montclair Times, and was duly "graduated." As a result of her work there, she has since been asked by the Montclair Public Library to write an article on the subject of the public services rendered by the College and its contribution to the cultural life of the community.

Occasional assistance in typing and other clerical work by scholarship students during the spring semester has made it possible to increase substantially both the number of small items sent out by the News Bureau and the number of papers reached. It is hoped that such assistance will be continued.

Respectfully submitted,

REPORT OF THE BUREAU OF FIELD STUDIES

September 15, 1945

The policy of the Bureau of Field Studies in cooperation with the war effort, has been to abandon for the duration its organized field studies program. It has also maintained that independent class and club field trips should be held at a minimum.

Occasional trips have been planned and conducted by the Director for other teachers, three graduate students have begun projects relating to field studies in preparation for their Master's degrees and, so far as possible, routine contacts in the field have been maintained. The office has been renovated, files revised, and everything put in readiness for action as soon as possible.

We are now planning to resume our regular field studies program and to expand as far as college policy and circumstances may permit.

All Field Studies courses will be resumed beginning in January of 1946. These include:

Social Studies 302--Field Studies in Urban Life.
Social Studies 510--Field Studies in New England and French Canada.
Social Studies 511--Field Studies in Metropolitan Community.
Social Studies 512--Field Studies in Eastern United States.
Social Studies 516--Field Studies in Continental United States.

This program will require the services of a part-time secretary during the first semester and a full-time secretary during the second semester.

In view of the recent difficulties occasioned by independent class and club trips which interfere with regular class work, it seems evident that a coordinated policy and program for all field trips

is needed. In addition to facilitating the college schedule, such a policy and program is necessary in order that all college-sponsored trips be planned and conducted according to standards which will reflect credit on the college. Badly planned or loosely conducted trips may become junkets which will discredit all field study activities and affect the reputation of the college adversely.

The following recommendations are made for the coordination of the field trip program. These recommendations were approved by the Council in April, 1945.

1. Increased use of field trips by all teachers should be stimulated by heads of departments in the post war period.

2. All field trips or field courses should be cleared through the Bureau of Field Studies with the approval of the Dean.

3. Standards for field work should be set up by the Bureau of Field Studies, and when approved by the President or the Dean, should be carefully observed in connection with all field trips.

4. The facilities of the Bureau of Field Studies for the planning of trips and for assisting in conducting trips should be made available, like the library and visual aids services, to all departments and teachers.

5. College-sponsored trips scheduled for Saturday, Sunday or late afternoons and evenings, as well as those conducted during the college day, should conform to the above plan. The college should assume no responsibility for unauthorized trips.

Submitted by

EDGAR C BYE, Director
Bureau of Field Studies

PRINCIPLES AND PROCEDURES FOR FIELD TRIPS

Definitions: *Field Studies* include all extra-mural observational experiences, having definite educational objectives.

A. *College-sponsored field trip* is a trip for field study which has the approval of the Dean.

Standards for Trips: Precision, unity, balance, suitability.

Principles: The following principles are the result of experience here and elsewhere, and are generally accepted as standards for good educational field work:

1. Field trips are educational experiences, not picnics, and as such, should be provided for in the schedule.

2. No student should be excused from obligations in any other class because of field trips.

3. Because of liabilities for damages, no field trips should be taken in private cars. They should be taken only in public conveyances, properly covered by insurance.

4. Field trips should have definite educational objectives, preferably not too many for any one trip.

5. Field trips should be coherently organized, so that every experience will contribute to the objectives of the trip.

6. Every trip should be carefully planned in detail in advance. Nothing should be left to chance.

7. Class instruction before, after, and on the trip should be given, or provided for by the instructor.

8. Students must stay with the group at all times. Minor students should be permitted to join or leave the trip en route only after

presenting permissions signed by parents, guardians, or college authorities.

9. The schedule should be rigidly adhered to and all appointments met promptly.

10. Courtesies extended by outside agencies or individuals should be acknowledged by letter after the trip.

SUGGESTIONS FOR CONDUCTING FIELD TRIPS

The conductor must take every precaution to insure the safety of his charges particularly in getting on and off buses, at street crossings and at points of special hazard. He should be sensitive to their comfort, especially as to time for meals and comfort stops and as to excessive standing or walking. He should devise a good system of checking-up before leaving each point of study and a system of rotating seats in the bus on long trips.

He should not permit loitering or time out for personal shopping, refreshments and the like. Students should be required to stay with the group at all times. The itinerary, as planned, should be strictly adhered to except in case of emergencies. Attractive diversions should be avoided. When time is unavoidably lost through detours or other delays, the conductor must know the route and the observable resources well enough to omit, combine or supplement as needed.

Older students should be supplied with a copy of the itinerary containing sufficient directions so that, in case they should be separated from the party, they can pick it up at the next stop. In the case of young students, it is better to instruct them to stay right where they are when they discover that they are lost until someone comes for them.

The teacher should stay in the background during the trip. However, it is also important that the teacher be alert at every moment in order to give a minimum of necessary instruction at the most effective times and to keep the whole trip moving easily and efficiently.

Discipline, strange to say, is not usally a problem on field trips, especially if proper preparation for them has been made. Such trips afford an excellent opportunity for developing self-control and group responsibility. Incurable non-conformists, of whom there are indeed few, must be left at home at the next trip, if they have demonstrated their non-adjustability on one trip. Amorous demonstrations of any kind and hoodlumism should be rigidly nipped in the bud at the very beginning. The reputation of the school and the success of the project as a whole are more important than any individual's idea of how to have a good time.

Teachers who conduct field trips will soon develop from experience their own techniques of conducting.

FIELD TRIP PROPOSAL FORM

(To be submitted to Bureau of Field Studies two weeks before date of trip if services are requested.)

Date and time of trip: -

Object of trip: -

Connected with what course and teacher? -

Conductor of trip: -

Number of students involved: - (Append names or hand list to Dean before trip starts.)

Maximum cost to each student: -

(Fill in below only if services are requested from the Bureau of Field Studies. In case services are desired, the instructor should have one or more personal conferences with the Director in planning the trip.)

Check services desired: -

1. Hiring of bus and making other travel arrangements.
2. Preparing itinerary.
3. Making arrangements at places to be visited.
4. Making arrangements for speakers.
5. Making arrangements for meals (what meals and how much?)
6. Furnishing materials - mimeographed, printed, etc.
7. Writing "thank you" letters.
8. Securing permissions from parents or college.
9. Furnishing conductor for trip. (Bureau of Field Studies conductor will not give instruction in subject matter before, after, or on trip. This is the responsibility of the regular instructor in the course.)
10. Other services or special requirements (list below).

June 1, 1945

ANNUAL REPORT OF THE DEPARTMENT OF BUSINESS EDUCATION
FOR THE COLLEGE YEAR - 1944-1945

I. DEPARTMENTAL DEVELOPMENT

A. Curriculum

The department offerings during the college year of 1944-1945 were the same as outlined in the curriculum in the annual report of 1943-1944. A copy of the Business Education curriculum will be found on page 2 of this report. This curriculum includes the required background and education courses for any major in the College.

B. Faculty

The permanent full-time faculty in the department during the college year of 1944-1945 was as follows:

Professor Francis R. Geigle, Ed.D., Head
Instructor Horace J. Sheppard, M.A.

II. DEPARTMENT DATA FOR 1944-1945

A. Course Offerings and Enrollments

Catalog Number	Title	Cr.	Enrollment
	Summer Session (Second Six Weeks)		
201	Introduction to Business	4	11
301A	Business Law III	2	3
301B	Business Organization & Management	2	5
302	Salesmanship	4	5
310	Money and Banking	2	13
407	Principles of Accounting	4	13
	Fall Semester		
201	Introduction to Business	4	44
301A	Business Law III	2	17
301B	Business Organization & Management	2	19
303	Business Mathematics	4	10
405	Bookkeeping & Accounting	4	9
407	Principles of Accounting	4	5
401	The Teaching of Business Education	3	15
411	Cost Accounting	4	14

BUSINESS EDUCATION CURRICULUM

Freshman Year

	1st Semester		S.H.		2nd Semester		S.H.
Eng. 100A	World Literature		3	Eng. 100B	World Literature		3
S.S. 100A	Civilization & Citizenship		3	S.S. 100B	Civilization & Citizenship		3
Int. 100A	Soc. Interpr. of Education		1	Int. 100B	Soc. Interp. of Education		1
Mus. 100	Music Appreciation		1	Art 100	Art Appreciation		1
*(Sci.100A	Phy. Sciences in Mod. Life		(4	Sci. 100C	The Earth Sciences		2
(Sci.100B	Biological Science		(4	Int. 100C	Social Competence		1
B.E. 201	*INTRODUCTION TO BUSINESS		4	P.E. 100	Hygiene & Health		2
				B.E. 202	BUSINESS LAW I-II		4
			16				17

* Students are assigned by the Science Department to one or the other, but not to both of these courses.

Sophomore Year

Eng. 200A	Composition		3	Eng. 200B	Fundamentals of Speech		3
Int. 200A	Intro. to Ed. Psychology--Mental Testing		2	Int. 200B	Adolescent Psychology--Mental Hygiene		2
S.S. 200A	Contemp. Economic Life		2	S.S. 200B	Contemp. Political Life		2
S.S. 200C	Contemp. Social Life		1	S.S. 200C	Contemp. Social Life		1
B.E. 301A	BUSINESS LAW III		2				
B.E. 301B	BUSINESS ORG. & MGMT.		2	B.E. 303	BUSINESS MATHEMATICS		4
B.E. 304	Marketing**		2				
	Minor		4		Minor		4
			16				16

Two years of Physical Education are required

Junior Year

Int. 300A	Aims & Org. of Sec. Ed.		2	Int. 300B	Prin. & Tech. of Tch'g		2
Lang.300	Foundations of Language		2	Math.300	Soc. & Com. Uses of Math.		2
B.E. 405	BOOKKEEPING & ACCOUNTING		4	B.E. 407	PRINCIPLES OF ACCOUNTING		4
	Minor		4		Minor		4
	Electives:		4		Electives:		4
B.E. 308	Advertising	2		B.E. 306	Business Finance	2	
B.E. 409A	Consumer Education I	2		B.E. 310	Money and Banking	2	
S.S. 301	Economics I	4		B.E. 409B	Consumer Education II	2	
				Geog.302	Economic Geography	4	
			16				16

Senior Year

Int. 400A	Prin. & Phil. of Sec. Ed.		2		Student Teaching		10
Math.400	Educational Statistics		2				
B.E. 401	THE TEACHING OF BUS. ED.		3	Int. 400B	Practicum in Sec. Ed.		2
B.E. 302	SALESMANSHIP		4	B.E. 406	BUSINESS ECONOMICS		2
	Electives		5 or 6		Minor		2
B.E. 411	Cost Accounting	4					
			16 or 17				16

* Courses CAPITALIZED indicate the required courses for Business Education majors.
** Courses underscored indicate the suggested electives for Business Education majors.

Spring Semester

202	Business Law I-II	4	39
303	Business Mathematics	4	33
405	Bookkeeping & Accounting	4	12
403	Principles of Accounting	4	10
302	Salesmanship	4	18
409B	Consumer Education II	2	8
(Last six weeks)			
406	Business Economics	2	22

Summer Session (First six weeks)

201	Introduction to Business	4	13
302	Salesmanship	4	13
405	Bookkeeping & Accounting	4	6

The average enrollment per class for the summer session was 9; the fall semester, 17; and the spring semester, 20. For the school year, 1943-1944, the average enrollment per class for the summer sesstion was 12; the fall semester, 16; and the spring semester, 16.

B. Enrollment of Majors and Minors According to Class

Class	Majors	Accounting Minors	Soc.-Bus. Minors	Double Minors*
Freshman	19			
Sophomore	7	27	11	2
Junior	7	6	11	4
Senior	15	8	4	
Totlas	48	41	26	6

*Double minors refer to those students who have elected to complete both minors in the department with a major in some other department of the college.

C. Enrollment of Majors and Minors, 1936-1945

Year	Majors	Minors
1936-37	--	80
1937-38	--	83
1938-39	28	85
1939-40	50	85
1940-41	88	94
1941-42	110	105
1942-43	111	93
1943-44	64	61
1944-45	48	73

D. Department Minors of the 48 Business Education Majors

Department	Number
English	10
Social Studies	9
Mathematics	9
Physical Education	6
Music	4
Languages	5
Geography	3
Science	2
Total	48

E. Department Majors of the 73 Business Education Minors

Department	Number
Mathematics	27
Social Studies	19
English	17
Languages	10
Total	73

III. OTHER DEPARTMENTAL INFORMATION

A. Graduate Program

Within the last month a graduate program for the M.A. degree was outlined for the department of business education. This is a very important development and step in the department. As soon as a program is approved, it should be discussed in detail in the annual report of 1945-1946.

Many teachers within the service area of Montclair State Teachers College have inquired about such a graduate program. These teachers should be immediately informed of the program as soon as it is approved. In addition, many of the business education graduates of Montclair have always stated a sincere desire to have such a step taken. The files in the business education office will provide a list of these graduates.

B. Extension and Summer School

The department did not offer extension or summer school courses for in-service teachers during the college year of 1944-1945. The summer school classes were offered only in connection with the accelerated program, and with one or two exceptions, only regular college students were enrolled.

With the approval of the graduate program, the offerings in business education for in-service teachers will naturally increase with both campus and off-campus courses.

C. Miscellaneous

The program of required observations continues to be carried on in the same manner as reported in the annual report of 1942-1943. Due to the accelerated program, however, the opportunity for students to make many observations in the local high schools has been minimized. Perhaps in the future, the senior programs for business education majors could be so arranged that they would have one morning or one afternoon a week to make such observations. It has been the experience of the department that such observations have been extremely helpful.

Due to war-time conditions, it has been reasonably easy for students to meet the requirement of ten weeks practical business experience. With the return of peace, however, many difficulties will again arise. With this idea in mind, it might be advantageous to consider the setting aside of one day a week for part-time business experience. The growing importance of distributive education will add importance to such a program.

IV. RECOMMENDATIONS

All previous reports have repeatedly stated the importance of a business education office. The need for such an office is becoming increasingly necessary. It is highly probable that the enrollment in the college and in the business education curriculum will again reach the level of 1941-1943 (see page 3). It is also probable that the work of the field studies department will increase as enrollments increase, making it difficult for both field studies department and business education department to use the same office.

Respectfully submitted

Francis R. Geigle

Francis R. Geigle
Head--Dept. of Bus. Ed.

Dr. H. A. Sprague, President

Dear Dr. Sprague:

I am happy to present herewith the report of the English Department for the school year July 1, 1944 to June 30, 1945. May I call your especial attention to page 10 in which the increase in enrollments of the Dept. is tabulated.

Respectfully yours,
ED. S. FULCOMER
Head Dept. of English

I TRENDS AND DEVELOPMENTS: DURING THE ACADEMIC YEAR 1944-45

the English Dept. carried on. Despite severe weather, increased enrollments, and reduction in Staff numbers, activities of the Dept. were not curtailed. There was a noticeable increase in the average class-size and the student load of Staff members, and due to the few possible electives among which to choose, a marked increase in required course enrollments. However, not a single Dept. activity ceased to function for lack of Staff guidance,, although English majors did suffer the loss of opportunities for personal guidance and consultation because of added responsibilities and increased class-room loads of Staff members.

The following developments for improving the preparation of English teachers should be cited:

A. Each Senior English major was required to spend at least three hours in the Reading Clinic learning to use the instruments, to prepare materials for testing, and to evaluate test results. Some became sufficiently proficient to assist Dr. Sperle in giving tests and operating the machines with students receiving clinical assistance.

B. As preparation for student teaching each Senior English major spent a minimum of two hours with Dr. Heimers in the Teaching Aids Laboratory selecting materials for enriching her class-room experiences with boys and girls.

C. The acquisition of Mr. Howard Fox as Technical Director of Dramatics and Instructor in Speech increased the opportunities for training in dramatics. Purchase of additional equipment for stage lighting made possible a unique center-stage production of A Long Christmas Dinner, by Thornton Wilder, in the College Gymnasium as part of the All-College Christmas festival. As a spring production Players under the direction of Mr. Bohn presented Ladies In Retirement,

Latin
American
Fantasy

for which Mr. Fox provided a set of lighting excellently adapted to the stage of the College High School Auditorium. This play ran for five performances, a new record for Players performances, and was seen by more than 800 students, faculty, and guests. Mr. Fox's first class in Stagecraft numbered 21 members, each of whom was required to spend five hours working for the spring production of Players.

D. Speech tests instituted by Dr. Ogg for determining speech improvement of students in the required Speech courses were administered by Dr. Ogg, Dean Messick, and Mr. Fox. At the conclusion of a semester's training examinations of progress before the same judges were conducted. Students failing to show sufficient improvement were given grades of "Unsatisfactory." Recommendations for the further training of such students follow.

E. Despite the necessity for assuming three classes during the spring semester, Mrs. Hough increased the activity of the Public Relations Bureau. The actual distribution of news releases from her office is contained in her report to the President.

F. The development of the 9th grade course in Western Culture continued and culminated the year's work with the production of an original revue entitled Latin American Fantasy. The script was written by a committee of students, and the production was staged, costumed, and acted by the entire class in the final assembly of the College High School. The manuscript will be submitted to the English Journal as part of an article describing this experience.

G. The Composition Clinic began to operate under the direction of Miss McKinney, whose report is appended verbatim. The Dept's recommendation for improving the composition skills of students deficient in that area is appended:

A Report on the Work in the Composition Clinic

The cooperative tests given early in the semester showed a fairly large number of students who were far below standard in the fundamentals of the English language.

A percentage of these students attended the clinic for individual help. A number improved, but will still need to continue next fall.

The Clinic has given special instruction in technical matters, such as correct grammatical usage, sentence structure, punctuation, and the like. Of course, extra papers have been assigned and discussed carefully with each student, and the special difficulties have been pointed out and corrected.

I have found that the most effective way to help students who are deficient in English is thru extra work outside the class room and weekly reports to the clinic, -- sometimes as often as two or three times a week in addition to the regular class meetings. Even then the weaker students are not able to reach the required standards in a single semester. Many of these students have not had sufficient training in the languages.

I think of two ways of taking care of these students who are deficient in English.

One suggestion is to place them in a separate section where they study English below college level. Then after this course has been completed satisfactorily, let them enter the college course in composition.

The second suggestion is the system that we are now following. Let the students get as much as they can from instruction in the college course and at the same time attend the clinic where they are given training in the principles of the language. These principles must be mastered before good writing can be accomplished.

While the best colleges and universities may give no more time to composition than we require, their entrance requirements in the languages are generally higher than ours, especially for students preparing to teach English.

I think therefore, that we could attain the best results if we required a semester of composition in the freshman year, and a semester of advanced composition in the sophomore year. The work of the sophomore year could then give instruction in the writing of longer papers and in advanced composition so much needed by high school teachers.

Report on the Results of the Clinic this Semester:

Time given to Clinic: 3 hours per week

Attendance this semester: 5 to 8 students

Next fall 13 students scheduled to attend

Mary Eula McKinney

E. Mis Margaret Cook and her Library Staff continued their excellent services to the Department, and to the College. Miss Cook's introduction of Freshman to the Library becomes increasingly important and educationally valuable; her discussions with Senior Majors of all Depts enables them to locate library materials to aid them in student teaching; her assistance in the required course in Literature for Adolescents has resulted in a bibliography of source materials in this area and an annotated bibliography of books written for boys and girls whose reading interests are generally not served in the ordinary class-room, called Reading For Adolescents. These materials are available for distribution from the library.

Mrs. Winchester continued her instruction of Senior Majors in the selection and arrangement of Bulletin Board materials. Other Depts. other than

the English Dept. are now utilizing her materials and instruction. With Miss Cook she will operate the Workshop in Literature for Adolescents in the College High School library during the Summer Session.

I. With the resignation of Mr. Nickerson full responsibility for supervision of student teaching was assumed by the Head of the Dept. Despite handicaps of distance, weather, rationing, and college classes, an average of two Dept. visits per student was maintained. Of the 32 student teachers, 29 passed their student teaching requirement; of those failing only one had spent more than a calendar year in preparation at Montclair. Objective evidence obtained from the Iowa Silent Reading Test and Cooperative Test of Reading Comprehension indicated that not one of the students who failed could read or comprehend beyond the level of the 13th grade. Recommendations to meet such contingencies are appended.

J. At the suggestion of the 12th grade of College High School, in answer to criticism of the "haphazard" English program in the College High School, Mr. Bohn and the Senior Class prepared a comprehensive exhibit of materials, texts, and experiences which these students had utilized during the previous five years. The result, graphically presented in the College High School to the patrons of the school at the first PTA Meeting, indicated a program rich in content, modern in material, and imaginative in treatment. The Dept. hopes to make this information availabe to professional journals and inquiring secondary school English Departments.

K. The elective course in Journalism was taught by the head of the Dept. of Integration -- author of a successful high school text in Journalism. This policy is to be continued as long as Dr. Spears can find the time to train

future advisers of high school newspapers and at the same time supervise the publication of the college newspaper, The Montclarion.

L. The Head of the Dept. continued as a member of the Language Arts Commission of the State Board of Education and was responsible for the preparation of the proposed draft of the Junior High School Language Arts Program. He served as Head of an English Curriculum Workshop at Boonton in which problems of the Senior High School were investigated and remedial measures were instituted. He averaged two professional meetings per month with off-Campus groups and his services ranged from work with the State Language Arts Commission to participation as an actor in the Montclair Dramatic Club's production of O'Neill's Ah! Wilderness.

The applications of forty seven Freshman English majors have been carefully studied by both the Director of Research and the Head of the Dept. Forty four of these candidates are acceptable to the Head of the Dept. as prospective English majors. The scores of twenty three of these applicants placed them in the upper half of the entering group, and fifteen of the candidates obtained scores placing them in the top quarter of the class. Recommendations for more careful guidance of English majors, especially those in the lower ranks are detailed in Section IV B. 1.

II. ENROLLMENT DATA

Summer Session, 1944

Course Number	Title	Semester Hours	No. Sections	Average Size	Instructor
Undergraduate Courses					
S100A	World Literature	2	1	5	Krauss
100B	World Literature	2	1	20	Bohn
102	British & American Drama	2	1	19	Bohn
201(I)	British & American Poetry	2	1	19	Krauss
202B	British & American Fiction	2	1	11	Conrad
301A	Literature for Adolescents	2	1	7	Fulcomer
Graduate Courses					
301A	Literature for Adoloscents	2	1	5	Fulcomer
401W	Methods	2	1	6	Fulcomer
402	Survey	2	1	9	Krauss
407	British & American Biography	2	1	9	Conrad
419	Grammer for Teachers	2	1	17	Fulcomer
431A	Shakespeare -- English Drama	2	1	12	Bohn
442B	American Literature II	2	1	17	Conrad
	Total enrollment			156	

Fall Semester, 1944

100A	World Literature	2	7	34	Bohn (2) Cayley (2) Krauss (2) Nickerson
100B	World Literature	2	1	5	Cayley
Art 100	Art Appreciation	2	3	47	Cayley (2) Karp
101	Language Arts	4	2	51	Conrad (2)
200A	Composition	3	5	24	McKinney (4) Hough
200B	Fundamentals of Speech	3	5	18	Fox (2) Ogg (3)
201	British and American Poetry	4	1	56	Nickerson
204	Extemporaneous Speaking	2	1	11	Fox
301B	Shakespeare's Major Plays	2	2	26	Bohn

Fall Semester 1944
continued

Number	Course Title	Semester Hours	No. Sections	Average Size	Instructor
301B	Shakespeare's Major Plays	2	2	26	Krauss
312	Acting	2	1	4	Fox
324	Minor Speech Disorders	2	1	9	Ogg
401	Teaching of English in Secondary Schools	3	1	32	Fulcomer
402	Survey of British Literature to 1798	2	1	38	Krauss
408	Creative Writing	2	1	29	Conrad
417	The Teaching of Speech	3	1	3	Ogg
419	Grammar for Teachers	2	1	16	Fulcomer
421	The Short Story	4	1	28	Conrad
437	The Humanities	2	1	12	Cayley
454	High School Classics	2	1	7	Nickerson
	Total Enrollment			996	

Graduate-Extension Division

Number	Course Title	Semester Hours	No. Sections	Average Size	Instructor
100A,B	World Literature	2	1	11	Cayley
200B	Fundamentals of Speech	2	1	1	Fox
409	Teaching & Appreciation of Poetry	2	1	11	Nickerson
A517	Recent Research & Experiment in the Teaching of English	2	1	8	Fulcomer
A516	Language Problems in English Curriculum The above course did not fill.	2	1		Conrad
	Total Enrollment			31	

Spring Semester 1945

Number	Course Title	Semester Hours	No. Sections	Average Size	Instructor
100A	World Literature	2	3	37	Cayley Krauss (2)
100B	World Literature	2	5	29	Bohn Cayley (2) Hough (2)
Art100	Art Appreciation	2	1	45	Cayley
102	British and American Drama	4	2	55	Bohn Cayley
200A	Composition	3	4	16	McKinney (4)
200B	Fundamentals of Speech	3	5	19	Fox (3) Ogg (2)
202	British and American Fiction	4	2	22	Conrad Krauss
208	Fundamentals of Speech II	2	1	5	Ogg
301A	Literature for Adolescents	2	1	25	Fulcomer
302	Survey of American Literature	4	1	51	Conrad

Spring Semester 1945
continued

Course Number	Title	Semester Hours	No. Sections	Average Size	Instructor
310	Journalism	2	1	17	Spears
322	Oral Interpretation .	2	1	10	Ogg
407	British and American Biography	4	1	40	Conrad
410	Major Speech Disorders	2	1	3	Ogg
435	Stagecraft	2	1	21	Fox
	Total Enrollment			785	

Graduate-Extension Division

Course Number	Title	Semester Hours	No. Sections	Average Size	Instructor
A438	Masters of American Literature	2	1	13	Conrad
A443	Modern Drama	2	1	12	Bohn
A447	Introduction to Philoaphy	2	1	16	Cayley
A511	History of Literary Criticism	2	1	7	Krauss
E601	Workshop: Current Problems in the Teaching of English	2	1	11	Fulcomer
	Total Enrollment			59	

Accelerated Summer Session 1945
First six weeks

Course Number	Title	Semester Hours	No. Sections	Average Size	Instructor
100B	World Literature Part II	3	1	15	Bohn
201A	Poetry Survey Part I	2	1	13	Krauss
202B	Prose Fiction Part II	2	1	25	Conrad
301B	Shakespeare's Major Plays	2	1	20	Bohn
312	Fundamentals of Acting	2	1	4	Fox
404	Survey of British Literature	2	1	7	Krauss
421	The Short Story	2	1	11	Conrad
441	Medieval Epic Saga Romance	2	1	12	Krauss
443	Modern Drama	2	1	5	Bohn
446	One-Act Play	2	1	10	Fox
	Total Enrollment		10	122	

Total No. Sections	102
Total No. Enrollments	2149
Average Class Size	21

ENROLLMENT DATA

Increase in Registration in Required Courses

Fall				Spring		
'43		'44		'44		'45
672	-	996	No. class registrations	497	-	785
46	-	37	No. sections offered	43	-	29
15	-	27	Average size	12	-	27
			Enrollment in Required Course #102	77	-	111
			Enrollment in Required Course #302	28	-	55

Increase in Registration in Elective Courses

174	-	102	No. class registrations	198	-	71
9	-	6	No. sections offered	7	-	3
19	-	17	Average size	14	-	24

The significant increase in student load carried by Stuff members is illustrated in the case of an associate professor who, in addition to a Senior High School class in the College High School, taught four courses in the College in the Fall Semester and three courses in the Spring Semester:

Fall				Spring		
'43		'44		'44		'45
110	-	159	Total no. students exclusive College High School	64		113

ADDENDA TO ENROLLMENT DATA

No. of English Majors in Student Teaching	37
" " " " Graduated August 1944	20
" " " " Graduated magna cum laude	1
" " " " Graduated cum laude	1
" " " " Graduated May 1945	25
" " " " Graduated magna cum laude	2
" " " " Receiving A.M., May 1945	9
" " " " Matriculated for A.M. during year	7
" " " " Graduated cum laude	1

The following persons received the degree of Master of Arts in English in May 1945:

Ann Bertrand Beachner
Charlotte Clara Jennett
Rose Deixel Kosches
Catherine March
Janet L. McCraig
Genevieve Creighton McCloskey
Miriam Elizabeth McPherson
Anita Sabella
Ada Allen Schoonmaker

III STAFF & STAFF CHANGES

Permanent staff during the year included:

Professor Edward S. Fulcomer Ed.D. Head
Associate Professor Laurence H. Conrad A.M.
" " " " W. Paul Hamilton A.M. (On Military Leave)
" " " " Russell Krauss Ph.D.
" " " " Paul S. Nickerson A.M. (Resigned March '45)
Assistant Professor Harold C. Bohn A.M.
" " " " Harry E. Cayley Ed.D. (Resigned May '45)
" " " " Mary Eula McKinney A.M.
" " " " Helen Loree Ogg Ph.D. (On Leave 45-46)
" " " " James Parker Pettegrove (On Leave OWI)
Instructor Howard [illegible]. Fox
Assistant Instructor Mrs. Lucia L. Hough

Miss Lydia Caliandro taught the 8th grade in College High School. Upon the resignation of Mr. Nickerson, Mrs. Mollie C. Winchester took over his duties with the 7th grade. Dr. Krauss taught the 11th grade and reported to the College High School newspaper, The Crier by letter his satisfaction with the experience.

The resignation of Dr. Harry Cayley, who goes to New York University, is both a professional and a personal loss to the Head of the Dept. His wisdom, broad training, generous sympathies and, most of all, his interest in professional development will be sorely missed. At a time when curricular changes are imperative, his professional services are sorely needed. Dr. Yetta Mitchell of the Speech Dept. of U.C.L.A. has been appointed to direct the Speech work in the absence of Dr. Ogg. Mr. Fox continues as instructor in Speech and technical director of Dramatics, and Mrs. Hough as assistant instructor and Director of the Bureau of Public Relations.

IV RECOMMENDATIONS

A. Personnel

1. That Dr. Harry Cayley be retained to teach one section of World Literature and act as adviser to incoming members of the Dept. who will teach these required culture background courses. That he also be employed to teach the required courses in Art 100 in both Fall and Spring Semesters.

2. That the improvement in the level of dramatic performances and the greatly increased artistry in the stage settings be recognized by the appointment of Mr. Howard W. Fox to an instructorship not endangered by the return from War Service of another member of the Dept. The registration of 26 Freshmen who seek Speech minors makes imperative a Speech Dept. of at least two members. This fact should be recalled in the appointment of new members of the Dept.

B. Instructional

Student Teaching

1. That the potentialities as student teachers of English majors be determined before they begin student teaching by the collection and arrangement of essential data, both objective test scores and course grades, upon a Dept. card to which the Head of the Dept. can constantly refer. That students falling below the 50th percentile in Composition skills and Reading Comprehension at the end of the Sophomore year, be urged to seek another field -- if not another profession. That a student with a C record in his major field having at least one failing grade in a required course be called before a committee consisting of the Dean of Instruction, the Head of the Dept. of Integration, and the Head of the Dept. of English to determine his ability to

assume the responsibility of student teaching. That students be assigned to high schools where social pressures will not be a determinant in success or failure.

Composition

2. That a grade of D (Unsatisfactory) in the required course in Composition be given no credit for graduation. A student receiving such a grade must repeat the course or spend a minimun of 36 clock hours in the Composition Clinic, a record of such hours to be kept by the instructor. When by written evidence and objective measurement the student demonstrates the expected proficiency in composition, the instructor should then notify the Registrar to change the grade to C or above.

Speech

3. That the pretest, teach, and retest procedure instituted this year by Dr. Ogg and Mr. Fox become the recognized basis for determining the progress of students in the required Speech course. That at the end of a semester those students who receive a D be required either to repeat the course or to receive clinical aid until such time as they can demonstrate facility and ease in oral composition and speech techniques before the judges of the Speech tests.

V STUDIES

The Houghton Mifflin composition workbook, "Practice in Reading and Writing," by Emery, Lievsay and Thoma, was used, at the suggestion of Dr. Morrison, during the first semester of 1944-45 in one division of English 200A. The class consisted of 44 students, whose scores in the Co-operative English Tests of the American Council on Education ranged from the 15th to the 98th percentile. The midpoint was at the 71st percentile. Fourteen students, however, were below the 50th percentile in reading comprehension.

At the end of the semester, all members of the class were asked to evaluate the book as a text for the course they had just completed. Their conclusins were remarkable for their unanimity and, incidentally, for their agreement with the opinion - already reached privately - of the instructor. The consensus of opinion was that the book

1. is unusually interesting in choice of selections for reading

2. is potentially valuable for developing appreciation of prose style and habits of analyzing the factors contributing to forceful written expression

3. had given them a new concept of what constitutes interesting reading

4. had introduced them to valuable habits of using a variety of dictionaries and reference books.

On the other hand, it demands:

1. a knowledge of the fine points of grammar and syntax and their terminology

2. reading comprehension above the level of the class. It was completely above the comprehension level of a third of the class and definitely difficult for at least another third. This was demonstrated by the fact that the entire lower third of the class consistently scored D's and F's on the handbook worksheets,

although a normal proportion of them reached credit grade in free composition and in other class work.

As a result, it was found necessary to discontinue the use of the workbook with this group and to substitute grammar and syntax review at the high-school level during the periods in which the rest of the class were using the workbook.

Statistical evidence indicates that the book is too difficult for students whose ability is that of the low group in this class. It is recommended for instruction of students in advanced composition courses, which are not at present provided in the college curriculum.

Lucie D. Hough

Some Statistics on Speech Tests

given to students in English 200B, January and May 1945

1. Each group of students tested was given a new set of material (to insure no advance preparation). Each of the three types of speaking skills was rated separately by the judges on a scale of 0 1 2 3 4 5 6 7, 7 representing the highest possible score. Pluses and minuses were used when the judge wished in order to give a more accurate rating.

January 1945		May 1945
97 students tested		90 students tested
2. 3.2 to 5.9	Range of Individual Average Scores	4.2 to 6.5
3. 13 below 4. 54 between 4. and 5. 30 above 5.	Distribution of individual Average Scores	26 below 5. 57 between 5. and 6. 7 above 6.
4. 446.2	Total Average Ratings	473.6
4.6	Average Score	5.26

Respectfully submitted,

E.S. FULCOMER
Head

Geography

Annual Departmental Report to the President

During the academic year 1944-1945 a total of 420 students took courses in Geography. This includes the students enrolled in summer school and extension school courses as well as our regular college students. Of this total 224 people were in required courses, 136 were taking the courses as electives, while 50 of our regular day students and 10 extension people were minoring in geography.

Compared with 1943-1944, this is a slight increase in the total number of people taking courses and also in the number that worked out minors in the field. The totals for 1943-1944 were 403 and 47 respectively.

Following is a complete list of the courses there were given during the school year 1944-1945.

Summer School 1944 - second half.

2 sh Economic Geography of the British Isles (409)
2 sh Geographic Influences in American History (411)
2 sh Economic Geography of the United States (503)

Autumn Semester 1944

2 sh Science (100C) 3 sections (D,F,E,)
4 sh Climatology (201)
4 sh Eurasia (301)
2 sh Africa, Australia and New Zealand (412)
2 sh Political Geography (E408A) Extension

Spring Semester 1945

2 sh Science (100C) 3 sections (A,B,C)
4 sh Economic Geography (301)
4 sh Western Hemisphere (202)
2 sh Metereology (417)
2 sh Political Geography (E408B) Extension

Summer School 1945 - first half

2 sh Economic Geography of South America (413)
2 sh Economic Geography of Caribbean America (410)
2 sh Political Geography (408A)

For nearly twenty years the Department of Geography has functioned as a minor department in the preparation of teachers of Geography for the secondary schools as well as providing courses that are fundamental to the preparation of teachers of social studies, science, and business. At all times we have tried to offer courses in geography that would meet the requirements of all concerned as well as courses that would keep pace with the current economic and social trends.

An analysis of the number of students taking geography and of teacher placements in geography during the last two decades would indicate that the former has

remained fairly constant while in recent years the latter has been on the increase. In fact, more people are placed as teachers of geography than are placed from some of the major departments.

For these reasons as well as many others that I have submitted in past reports, I find it difficult to understand why more geography should not be required of all people and why it should not be set up as a major department. I strongly urge and recommend that both of these steps be taken.

I predict that within the next five years practically every college of any standing will offer a major in geography. One of our June 1945 graduates, Miss Carol Collins, has been awarded a fellowship for graduate study in geography at Northwestern University, which has recently set up a complete major department in geography.

In addition to the foregoing recommendations, I urge that if both the music department and the adjoining departments are to do their most efficient work, the so-called music room should be sound-proofed.

Respectfully submitted,

Harley P. Milstead

Department of Integration, State Teachers College, Montclair

Report to the President, July 1 '44 - June 30 '45

INTRODUCTION

This report will follow the four parts suggested as a basis of uniformity:

I. Development and Trends

This is developed from the angle of teacher training in general, implications being gradually focused upon the local situation.

II . Enrollment, Program, and Staff Data

1. Graduate program and data on enrollment
2. Staff activities
3. Freshman course revised

III. Recommendations

1. Shift in training emphasis
2. Graduate work for veterans
3. Graduate and extension program
4. Communter's complex
5. One commencement
6. Conferences on campus

IV. Studies and Special Reports

1. Report of student teaching, 1945
2. The reading laboratory
3. Reactions of seniors to student teaching
4. Plan of new integration course 100A
5. Revised course sheets - Masters work

I. DEVELOPMENTS AND TRENDS

More Participation is Needed in Teacher Training

A Teachers College is a unique college, for its students all enter with their occupational decision behind them, and in accordance its program takes on meaning as it serves this purpose of its student body. Yes, the standards of a college such as ours need not be the standards borrowed from another, such as the liberal arts college or the university. Instead, its standards, if permitted to do so, stem from the unique function of the institution -- namely, from the challenging privilege of preparing its students to step effectively into the high school classrooms and extra-classrooms of democratic America, and more specifically -- into the very lives of the boys and girls in those schools.

Likewise, as its standards are distinctive from those of other instituations of higher learning, so should its patterns of organization and operation be expected to be different. In determining its program, there need be no worry about what other colleges will think, for it is not in competition with the liberal arts schools; it is not going their way. Rather, the concern should be what adolescent Johhny and Mary will think as they come in contact with the teachers that the college has helped to prepare. Yes, its test comes out there in the high schools

into which its graduates go, and more remotely the test comes on out beyond those classrooms in the everyday activities of these youth who have been served by the college's graduates.

In attempting to provide a program that functions for its student-clientele, the teachers college has a great advantage over the liberal arts school, if it will but capitalize upon that advantage. The latter, its students moving toward a thousand and one walks of life, in unconsciously and invariably pushed toward a compromising type of program, a program that must try to strike a common denominator of education for a student body representing such a complexity and variety of life interests and life needs.

Consequently, in recent years, it has become increasingly popular for such colleges to moor their programs in the more or less fixed knowledges of the past, rather than to build the curriculum into the present activities of men. Instead of building the curriculum around a hundred basic activities of current everyday life, it has been much less disturbing for them to build it around a hundred classics, classics that grew out of social and economic situations long since past. On the university campus, much to the consternation of these artists in pure liberal education, schools of engineering and dentistry and what-not have detoured around these pools of academic despond and have gone quite directly to their practical tasks of preparing people to build bridges for traveling, for chewing, or for what-not. In the scramble of the liberal arts school for the proper program, in the summer of 1945 a few of the Eastern schools announced even more disregard for the differences among their students by returning to a common curriculum that disregards electives.

As contrasted to the liberal arts school, the teachers college can boast a homogeneity in student purposes that suggests form as well as function to its curriculum planning. Moreover, the limitation of the training function at Montclair to the junior and senior high school years further delimits the scope of the planning. To prepare a person to act as guide in the development of boys and girls passing through the ages-eleven-to-eighteen period stands out as this limiting purpose.

Thus, as our college sets out to determine its program, the curricular spotlight shines naturally upon youth of junior and senior high school age as the focal point for planning. The normal lives of these youth become the natural field of study for those who would seek to serve them as teachers. Human nature is baffling at any stage, and the teacher must come on to the job with something more than a study of the past and a storybook conception of the lives and thoughts of these youth. In the training period, the premium should be placed upon frequent and understanding contact between college trainees and high school students, which in turn challenges the training institution to incorporate such realism as the basic structure of its program. The Montclair seniors, upon returning from student-teaching, lament the fact that there has been no previous opportunity for participation with typical high school populations in the latter's curricular and extra-curricular activities. It is much sounder for the college to build its program around the lives of high school youth than to leave to its graduates the disturbing task of implementing its program out in the high schools.

The New College. With a building program eventually ahead for Montclair College, one anticipates bold strides in the direction just reviewed, for the very idea of a building program assumes that brick and

mortar and slate are to follow -- yes, to follow educational concepts not yet realized with existing facilities. A court house or an office building can be planned by architects, but the construction of an educational institution challenges everything that educators know about life and learning, and in turn, everything that architects and contractors can do to implement this professional vision. Such planning might well arrive at provisions such as these:

1. An adequately sized laboratory high school, reflecting the typical high school of typical high school boys and girls, would seem the logical heart of the new College at Montclair.

2. It would seem that it might serve 350 to 400 students, grades 7 to 12 -- a typical high school population representing varying degrees of mental, physical, emotional, and social development and maturity.

3. It would serve as a demonstration school in the complete sense, there being included all the varied extra-class activities that make up a modern secondary school, such as athletics, guidance, testing, parent-teacher meetings, student government, student assemblies, publications, faculty meetings, teacher-student committees, band and orchestra and vocal groups, teacher-parent conferences, and other miscellaneous essentials that are woven into and about the classroom program that was once conceived as the limits of teacher preparation.

4. The college would feel a definite responsibility to the search for better answers to the questions of teaching by carrying on curriculum experimentation in the laboratory high school.

5. As a laboratory school, it would provide the practice-teaching experience for a fraction of the college trainees, thus freeing us from complete dependency upon the high schools of the State in this matter.

6. It would place participation upon a professional par with observation. During all four years there would be provision for the college trainees to mix freely with the high school students in the various in- and out-of-class activities of the latter. For instance, in as many cases as possible, classroom methods would encourage the college student to be an active participant instead of an outside observer sitting passively at the side of the room.

For the college students there would be high school students to work with individually in special help situations, others to administer tests to, others to give personal counsel to, others to lead in clubs, others to take on field trips, others to help with plays and assembly programs, others to explore community resources with, others to teach library methods to, others to enter into public forums with, others to associate with in social gatherings, others just to enjoy talking with in the halls and on the campus, and so on and on. Many of the present clubs on the campus could include members from the high school student body.

And thus the college would have a chance long before the last semester of the trainee's senior year to observe and then help him with his actual appreciation of these youth with whom he proposes to work a lifetime.

7. The program of the high school would comprise these areas, not always too distinctly separated:

a. development and understanding and experience in democratic living

b. development of appreciation of and competence to do productive work

c. development of individual interests and talents that are educationally worthy of attention

d. physical development with the attendant concern for mental as well as physical and emotional health

8. To assure the school the total program called for above, a staff of perhaps ten or twelve full-time teachers would need to be provided besides the help to come from the college student body and the college staff.

9. Work not now offered at the college, but very common to the high schools into which our graduates will go, and for which New Jersey needs teachers, would be provided in the high school and consequently in the college program. Such areas would include home making, the arts and crafts, stenography, and industrial arts. College training for the limited number of college trainees that might show concern for these areas could be provided by using the facilities of the high school, thus letting them serve double function. Many unique cooperative procedures involving students of the two levels present themselves to the imagination.

10. Clinical procedures in reading, speaking, physical education, civic consciousness, etc. could be taught the college trainees through the actual operation of such services in the high school.

11. Out of such planning would come naturally the provision for other first-hand and realistic educational experiences for the college students, in nearby schools and communities. For instance, as a part of the junior year Integration 300A course that treats the aims and organization of the modern high school, a full day's field trip once a week or twice a month to a high school in this area would add much to the instruction in the classroom.

12. Time would be relinquished from the more abstract and theoretical approaches to teacher training in order to give training in the more practical aspects of the all-round teaching job that our students will step into out in the field. For instance, training in home-rrom management, in other guidance procedures, in the sponsorship of extra-curricular activities, and the maximum adjustment of curriculum to individual student would receive more prominence.

The development of such a program would call for the utilization of the best thinking from the entire staff of the college and the State Department. The proposals here are most sketchy, and are offered as an invitation for further planning.

(End of Section I of the Report)

II. ENROLLMENT, PROGRAM, & STAFF DATA

Graduate program and enrollment. Enrollment data in the Integration Department on the undergraduate level are not highly significant, since all students are required to take the courses commonly offered. However, enrollment figures in the graduate program are significant, as seen in these comparisons:

Summer	Spring	Fall
1945 -- 196	1945 -- 126*	1944 -- 122
1944 -- 122	1944 -- 84	1943 -- 103
1943 -- 165	1943 -- 127	1942 -- 153
1942 -- 215		

* This figure does not include the 80 students of the Veterans Guidance course who were non-credit, non-paying members.

It would seem that the graduate enrollment may be expected to increase right along. Next fall and spring we will not increase the number of courses in the department over this year, but will attempt to take financial advantage of the increased number of students by serving them with the same number of courses. However, the department will give two extension courses , a thing that we have not done for some years. One will be a curriculum course in the fall at Hackettstown and Washington to serve a special need in that area. In the spring a curriculum course will be offered at Newark if there is sufficient interest. One of our reading courses may be offered at Paterson by an off-campus instructor.

Thirteen graduate students were granted their Masters degrees in this department this spring.

Dr. Ingebritsen has spent quite a bit of time studying the course offerings in the Personnel and Guidance Masters program, and received help from other department members in the work. As a result, the program has been broadened, a copy of the newly adopted course sheet being included in Section IV of this report.

The Department has spent a number of meetings studying our graduate offerings against the State certification requirements that were issued last fall by the State Department. This study will eventually result in guide sheets to help graduate students better interpret our offerings in the light of State certification requirements.

Staff Activities.

Dr. Sperle has continued to extend the scope and services of the Reading Laboratory, and a detailed account of this work has been prepared by her and is included in Section IV of this report.

Dr. Sperle taught the summer session in Texas this year, being invited by Dr. Flowers, former head of this department, to come to his Teachers College in Texas to handle work for them in reading.

Dr. Smith has continued contact work with the high schools of the State, following up former graduates as well as placing recent ones in positions. He should be encouraged to extend this work since it means much to both the college and the graduates. He has a good knowledge of

the schools, their administrators, and the former students of the college.

Dr. Ingebritsen, Mr. Seybold, and Dr. Smith have served on high school evaluation committees in the State this year. These men, as well as others of the department have served in consultative capacities over the State, in such areas as guidance, reading, mental hygiene, and curriculum. Dr. Ingebritsen spoke at two of the State's mental hygiene conferences and Dr. Spears at one. The latter spoke at one county institute and a parent-teacher meeting, as well as working in out-of-state meetings in St. Louis, Lehigh University, and in Maine.

Numerous articles were written for educational journals by the members of the department. Dr. Smith has written the lead article for the early fall issue of the Activities Magazine. In the June issue of the Nation's Schools was published an article by Dr. Sperle treating the reading program here at the college. In the School Board Journal for March, April, and August, Dr. Spears carried a series of articles dealing with school salaries. He published curriculum articles in the January issue of the North Central Quarterly, the March issue of Teachers College Record, and the June issue of School Review. Another will appear in the October School Review, one on salaries in School Executive this fall.

The department members have been active in State and National educational associations during the year, as well as assuming out-of-class responsibilities on the campus as sponsors of student activities and as members of special faculty committees.

The first semester's work was handled adequately by the regular staff of Dr. Ingebritsen, Dr. Sperle, Mr. Seybold, Mr. Jackson, Dr. Smith, and Dr. Spears. Miss Sherwin helped with freshman orientation courses. The second semester, because of the heavy duties in student teaching, Dr. Dugan and Dr. Elkema were brought in just for the semester. Dean Messick taught two hours in the Department this spring and will continue to give this amount of help to our freshmen courses.

Freshman course revised. Quite a bit of time was spent this spring in trying to effect a better offering in the freshman year. The former 100B one-hour course was distinctly unpopular with the freshmen due to its antiquity. A revision replaces that approach with an introduction to teaching through observation of the College High School. The new course is explained in full in a special bulletin included in Section IV of this report.

(End of Section II of the Report)

III. RECOMMENDATIONS

1. Shift in Training Emphasis. It is suggested that the college give consideration to the shift in emphasis in training that is suggested and treated at length in Part I of this report, and is invited in the reactions of seniors as given in the questionnaire report, Part IV - section 3.

2. Graduate Work for Veterans. It is quite evident that the number of veterans returning to inquire about graduate work will increase steadily this fall and winter. A typical type seems to be the fellow who has his AB, was teaching for a short time before going into the service, and now feels he would like to take advantage of the GI Bill in securing a reorientation into teaching by means of some graduate work before returning to the classroom as teacher. This means the best program to serve him is one during the day, and that he is not to be satisfied with the evening and Saturday courses. At present we have no provision for this man, and he must turn to such schools as New York University, Columbia, and Pennsylvania.

Proposal -- Enable the college to work out graduate courses for such individuals on an independent study basis, the student to secure credit in this and that course now listed, after having pursued such work independently under the direction of the proper staff members. Visits to schools, library research, conferences, etc. would be included in the work. The staff members would be encouraged to hold up the standards of the courses, the staff members giving ample time to conferences and the college attesting to the importance of the work by reimbursing the staff members for this effort. With some of this work in the day program, the returning veteran might supplement it with evening and Saturday classes to work out a full Master's program in the course of a year.

3. Graduate and Extension Program. The present rule limiting the college staff member to one paid graduate or extension course a semester will soon react against the full possible effectiveness of our Department, against our giving fullest service possible. The 1944-45 enrollment in our Department gave each member one class a semester. Next year as we extend our program off campus we will have to follow a policy of taking out of the campus program anyone who is to handle an extension course. In time this will limit our on-campus services, and those who come to the campus are the students seriously following work for a Masters degree. It is suggested that the rule be altered to enable a person to teach one on-campus course and one extension course at any one time.

4. Commuter's Complex. In trying to place graduates into teaching positions, it is quite evident to Placement Director Smith and others close to the work that many of our students have never gotten over the commuter's complex. Many refuse to consider jobs unless such positions are within their own communities or within commuting distance. It is apparent that they have never had the thought of going away from home to teach. If the pledge to teach after graduation, that the entering freshman takes, means anything, it should be extended to include the pledge to teach away from home if necessary. Furthermore, the college needs to fight at every turn this close home feeling that so many of our studenst never shake. It will not only limit their geographic sphere of teaching operation, but will limit the breadth of their contribution. The placement report that will be made out this fall will again no doubt

134

reflect this willingness of some of our graduates to enter other lines of work in their home communities rather than to take a teaching position necessitating their sleeping away from home.

5. One Commencement. The number of accelerated students is dropping off rapidly. The returning of the teachers from service will no doubt about bring an end to acceleration, but the college will have to serve those already going through on this plan. It is recommended that in the case of the graduates of 1946, all might well be permitted to participate in the one spring commencement exercises, thus eliminating the expense, effort, and time devoted to a second commencement week. Blank diplomas could be issued to those who had work yet to complete in the summer session. The commencement program could carry two lists, the list of August graduates being marked "conditional upon the completion of summer study." Should a student fail to complete the work satisfactorily in summer, the regular diploma could be withheld until the work was completed later, and he would not participate in another commencement program. The college could make a much better showing with the one commencement. Furthermore, August weather is often poorly adapted to graduation garb of caps and gowns.

6. Conferences on Campus. In the program outlined in the reading report, Part Iv of this report, it will be noted that a Reading Conference is recommended for next year. Dr. Sperle should be encouraged in this and should be given the responsibility for such a program if it is approved. The college should give consideration to holding on the campus appropriate conferences to serve the schools of the state.

(End of Section III of the Report)

IV. STUDIES AND SPECIAL REPORTS

This section, including special studies and reports of the Integration Department, is made up of these different pieces of material:

1. Report of Student Teaching, Spring 1945
2. The Reading Laboratory: 1944-45
3. The Reactions of the Seniors to Their Student-Teaching Experiences.

   (The report of a questionnaire filled in by the 1945 seniors immediately upon their return to the campus following their student-teaching)
4. Plan of the New Integration 100A Course
5. New course sheets, developed for the MA degree in Personnel & Guidance and Administration & Supervision

Report of Student-teaching, 1945

I. Supervision of student-teaching

Included below is a detailed report of the supervision given the student teachers by the college this spring. It is to be recalled that in the case of the English Department, that had the greatest number of seniors out teaching, their chief supervisor Mr.Nickerson resigned from the college in the middle of the student-teaching period, and thus handicapped the department in its visitation program.

After studying the data of the report below, it is suggested that the responsibility of supervision should be shared alike by the subject department and the Integration department. This could be managed by cutting down the number of visits made by the Integration department or by bringing up the number of visits of the subject department. This is a matter the administration should settle before another student group goes out.

II. The Time of student-teaching

Included later in this section is a report of the reaction of the seniors to their teaching experiences. In Part III it is seen that 42 of the 101 felt we should send the seniors out after the second semester in the high schools had begun. It would mean holding them for two or three weeks on the campus the first of the second semester of the college, sending them out for ten, and then having them back on campus for three or four weeks before graduation. This would cause confusion in the college program but would give the seniors more benefit of their period of work out in the high schools. If we continue the plan we are now following, we must realize that some of our seniors will have to mark time in the schools they enter, waiting for the first semester out there to close before they can start their program of observation and teaching the second semester.

III. Students who completed student-teaching assignment, 1945

		Subject Dept.		Integration Dept.	
Departments	No. of student teachers	No. of visits by subject dept.	Average no. of visits per student	No of visits by Integration dept.	Average no. of visits per student
Business Ed.	13	25	1.9	38	2.9
English	36	72	2.0	100	2.8
For. Lang.	14	20	1.4	40	2.9
Mathematics	17	30	1.8	46	2.7
Science	4	3	.8	11	2.8
Soc. Studies	24	52	2.2	67	2.8
Totals	108	202	1.9	302	2.8

II. Students who left student-teaching early

Department	Number of student teachers	Dates of leaving	Reasons	Number of visits by subject dept.	Number of visits by Integration dept.
Science	3	Feb. 16 Mar. 2 Mar. 16	Emergency positions	4	5
Business Education	1	Feb. 16	Emergency position	1	3
English	1	March 7	Difficulties	2	1
Mathematics	1	March 2	Emergency positions	1	3
Social Studies	1	March 2	Illness	1	1
Totals	7			9	13

(Data taken from records of visitation filed in the Integration Office)

The Reading Laboratory: 1944-45

All facilities for work in Reading have been centralized with headquarters in Room 7, designed for the purpose and now called the Reading Laboratory. It has been redecorated and new furniture built to specifications has been provided. The attractiveness of the room and the convenience of the facilities have greatly expedited the work. New equipment included a Flashmeter, an overhead daylight projector, a portable daylight screen, and a 16 mm silent projector to be used with the Harvard films. Many sets of slides (units of reading instruction material) have been prepared. It takes an average of four hours to select the material, adapt it for instruction, type it on celophane, and bind the slides. In addition to reading material, slides using plotted numbers and geometric designs have been prepared. These slides are used for training the eye and mind in quickness of perception. Considerable experimentation was necessary before a satisfactory medium was discovered. Etched glass, which is recommended for this purpose, is too dense for rapid perception.

Freshmen. Two hundred September freshmen and thirty-seven January freshmen were given Ophthalmograph tests. This test involves photographing, reading, and interpreting the graph, and recording the data. The graph shows the degree of maturity in the reading pattern of the student and reveals visual anomolies which need further diagnosis. It takes approximately one half hour for the average graph. Each freshman has seen his graph, received explanation of what it shows, and has been given opportunity to secure assistance if need was revealed.

Each freshman has been given a Telebinocular test. This is a screening test. Those who needed referral to an eye specialist were notified through our medical department. The minimum time for giving this test is ten minutes.

The Iowa silent reading test was administered to all freshmen. Of the 165 September freshmen recorded, 61 were at or below the 50th percentile. Of these 61, about half - 31 - were below the norms for college freshmen as revealed by the Ophthalmograph test.

The groups of freshmen (7 and 5) that arranged for instruction were small. Others who desired assistance were prevented because of schedule difficulties. One group met on Tuesdays at 2:30 and the other at that hour on Wednesdays. Illness, field trips, holidays, etc. made attendance irregular. Instruction was limited to use of text and Flashmeter exercises. They were not ready for Harvard films, and need further instruction before they attain the reading status of college freshmen. Of the 55 on the delinquent list, 21 were revealed to be below the norms in one or both of these tests given freshmen. Four January freshmen whose schedules permitted, received this instruction during the first half of the summer session. Three of these were in the group receiving instruction in reading.

Seniors. Each of 40 seniors, English majors who were taking the course in Methods in Teaching English, spent a minimum of three hours working in the Reading Laboratory the first semester. Each assisted with whatever was at hand at the moment, as reading graphs, recording the results, scheduling appointments, clerical work of giving tests, selecting and preparing materials of instruction, and making slides. They saw demonstrated the different equipment mentioned previously.

138

It is believed that even this limited contact with the laboratory gave these seniors some knowledge of what reading is - the hazards and difficulties involved in acquiring reading efficiency; some insight into detecting and diagnosing reading difficulties; and some experience in selecting methods and materials appropriate to meet specific needs as revealed by diagnosis.

In-service Training. The Laboratory has served to supplement instruction in the graduate courses in the field of reading, especially the course in Corrective and Remedial Reading in Secondary Schools. Typical of the assistance given the teachers in-service are:

Case 1: A principal of a small public school wanted assistance in setting up a diagnostic and remedial reading program for seventh and eighth grades. This included choosing tests, interpreting the results, grouping pupils for instruction, selecting materials and methods, and evaluating the program.

Case 2: An English teacher in a large high school was assigned to teach remedial reading with little previous preparation. After taking work in the fall here, she made this statement later -- "As a result of the work I have done this semester I have succeeded in getting the administration and guidance department to group the 158 incoming February freshmen homogeneously for English and mathematics and to assign for remedial reading those who have a chance to improve.

Case 3: A principal of a private secondary school and two of his teachers wanted assistance in developing a whole school program in developmental and remedial reading. The English and social studies teachers will bear most of the responsibility in carrying out the program they planned.

Case 4: A seventh grade teacher sought the answer to this question: "What can a teacher in a regular classroom do to improve reading skills of all of her pupils?" For diagnosis she used Otis self-administering test, Stanford achievement test, and Gates reading test. The results were used for grouping within the class, for selecting her materials and methods. Other forms of the tests will be used later to check results.

Case 5: A teacher in a junior high school had been assigned the responsibility of accumulating all significant data about pupils who were conspicuously unsuccessful. These were to be used as a basis for modifying the school program to fit each individual case. She received help in making case studies.

Courses. These courses in reading have been taught during 1944-45:

First semester - Corrective and Remedial Reading in Sec. Schools
Second semester - Supervision and Teaching of Reading in the
    Elementary Schools
Second Semester - Reading in Secondary Schools
Summer Session - Workshop in Reading

Several parents and teachers have received assistance in diagnosing reading difficulties of elementary and high school children. Necessarily,

139

this service has had to be limited in number served. It was gratis.

Recommendations. Not enough of the freshmen were served properly by the Laboratory. It takes about the whole first semester to give the tests. It is recommended that the Iowa test, the Ophthalmograph test, and the Telebinocular tests be given the first two weeks of September so that results may be compiled and corrective work begun by the end of the month. This means assistance from several staff members and students.

Those receiving this assistance should be registered and scheduled for class just as in the case of other non-credit courses, and that regular attendance be required.

These classes should meet twice a week.

Each class should not exceed ten or twelve students.

As to the frequent requests that come in to give assistance to particular elementary and high school students, we need to consider whether or not our Reading Laboratory should be extended to include this clinical service for surrounding communities. Two possibilities might be considered:

1. During the academic year -- establishing a three or four hour session on Saturday mornings for off-campus cases (elementary, high school, and adult).

Charging a fee which would make this enterprise self-supporting. The fee in other clinics in this area is $100 for fifteen four-hour periods.

Engaging instructors in this means one for five pupils since the work is predominantly individual.

2. During the summer session of 1946 -- offering clinical services under much the arrangement as suggested above, except that the schedule would be: three hours per day, four days per week, for five weeks.

There is one other possibility which merits consideration. Instead of, or in addition to, the clinical services for extreme disabilities, there might be established summer session classes in reading improvement for pupils who are not clinical cases. These classes would include (1) a complete diagnosis, (2) one or two periods of instruction per day for five weeks, and (3) a final check-up of progress made.

Two classes might be planned, each to be limited to approximately twenty: (1) intermediate, fifth through eighth, and (2) high school, ninth through twelfth grades.

A smaller fee for this service would be possible since only two teachers would be needed. Perhaps $15 per pupil.

As has been stated previously in this report, there is need for both types of services. Until the public schools adjust their programs to meet such needs, some other agency seems called upon to do so. Whether that agency should be a teachers college is a question that invites discussion.

(This Reading Report has been submitted by Dr. Sperle)

The Reactions of the Seniors to Their Student-Teaching Experiences

Upon their return to the campus in April, 1945, the seniors who had been out student-teaching for the ten weeks were asked to give to the faculty their reactions to this first teaching experience, so that the college could plan to serve even better its students to come. On April 4 the faculty had an opportunity to get first-hand these reactions, as the seniors presented their experiences and reactions as a special faculty meeting in Room 4. Some of the faculty took advantage of this meeting.

This meeting was followed up with a questionnaire on the same subject, prepared by the Integration Department for the purpose of getting more specifically the whole-class point of view. The tabulations are reported below.

One hundred and one questionnaires were filled out by the seniors. They were given as a surprise, all at the same time, and the seniors did not have an opportunity to discuss their possible answers.

The Questionnaire

Directions to the senior: Your thoughtful reactions to these questions, when tabulated, will enable the college to plan even better for successful student-teaching experiences in the future.

I. Types of students in your classes
(You taught 3 classes; indicate the types they were)

71 Above average in ability
171 Average in ability, or heterogeneously grouped
69 Below average in ability

II. College preparation for these classes

1. Had your previous work at the college given you a full appreciation of the various types of studehts you would have to serve in the high school?

   Yes 28 No 73

2. Had you been given adequate preparation in your training in adapting subject matter to students of above average ability?

   Yes 76 No 24 Unanswered 1

3. Had you been given adequate preparation in your training in adapting subject matter to students of average ability?

   Yes 84 No 16 Unanswered 1

4. Had you been given adequate preparation in your training in adapting subject matter to students of low ability?

   Yes 15 No 82 Unanswered 4

5. Make briefly the two best suggestions that you can for better preparing our students to face the realities of teaching.

(The 193 suggestions made have been grouped into divisions)

A. Observation (52 suggestions)

34 Provide observation in high schools of the type in which we will teach

15 Change the student make-up of the College High School to correspond to a typical public high school

3 Provide observation all four years

B. Student-Teaching (37 suggestions)

16 Enable a student to teach a few times, or at least once, in College High before going out into student-teaching

15 Extend student-teaching to include at least a week or two in the junior year

5 Work for the best possible selection of training teachers, and provide more contact with them before we go out

1 Provide more preparation for orientation into the first few days of teaching

Typical replies were these:

"College High is too ideal"

"The differences do not exist in College High that exist when we are out practice teaching"

"Let us do a part of our observation in a typical, perhaps even mediocre, high school so that we will know what to expect"

"Don't give just the college 'pets' a chance to teach in College High, but give others, especially the shy"

C. Participation of Various Types (14 suggestions)

4 Encourage more extra-curricular participation in college as preparation for that work in teaching

3 Provide more practical experiences in the training years, as Sunday School teaching, playground work, scouting, etc.

1 Use more student participation in College High

1 Provide more contact with experienced high school teachers during the training period

1 Set up a real teaching clinic, beginning for sophomores

1 Let the juniors hear the seniors' reactions to practice-teaching

3 Provide more student participation in College High

D. Individual Differences (43 suggestions)

21 Show college students how to adapt a subject to different pupils, especially the slow

12 Provide more training in appreciating and caring for the slow and disinterested

6 More attention and insight into human behavior; longer courses in adolescent psychology

3 Training should reveal a better appreciation of the realities of teaching -- not too colorful a picture

1 Use past case studies to show the types we will face

E. Teaching Methods (31 suggestions)

11 Methods courses should get down to realities, such as limited blackboard space, handling clerical detail, large classes, typical behavior problems, etc.

8 Change teaching procedures used in the classes taught at the college

"Instead of teaching methods from a book, the methods taught should be used in the classes we attend"

"Combine subject matter with the methods of teaching that subject, in our fields here at the college"

"In college courses, make it a practice for students to be given a chance to prepare a lesson plan and teach it in that course"

"Give the student the experience of getting up to conduct the group"

"More emphasis should be placed upon teaching methods in the classes where the major and minor subjects are being taught in the college"

5 Methods in Integration should place more emphasis on the practical, less on the theoretical

2 More training in presenting to high school students the actual subject matter we'll be required to teach

2 Training should establish confidence in what we have to offer

1 More of a chance to develop originality in presenting the subject

1 Subject matter teachers should set aside some time for giving their own experiences as teachers

1 Less emphasis upon long lesson plans

F. Curriculum (13 suggestions)

4 Give more emphasis in training on how to integrate subjects into core courses or correlated programs

3 The subject departments should provide more information about the various high school textbooks in their respective fields, indicating ability and grade levels

3 Provide required work in handling slow readers

1 Faculty members should correlate more courses in the College High School

1 Stress the teacher training angle or function of the college more, beginning in the freshman year

G. Miscellaneous (3 suggestions)

1 More emphasis upon diplomacy and tact in teacher relationships

1 More emphasis upon the junior high school

1 Establish high professional ideals with the students here

III. The time of the student-teaching period.

1. Did you profit sufficiently by the first week out in the school?

Yes 62 No 38 Unanswered 1

2. Did the school object to the time you came out to them?

Yes 22 No 78 Unanswered 1

3. Would it be more profitable to the student-teacher to be sent out after the second semester opens in the high school?

Yes 42 No 44 Unanswered 15

IV. Selecting schools for student-teaching

1. Did you do your student-teaching in the school you had attended?

Yes 31 No 70

2. Is it advisable for a student to do student-teaching in the school that he attended?

Yes 32 No 50 Unanswered 19

V. Extra-class responsibilities

1. Name the extra-class areas for which you felt you should have had more preparation

39 guidance

26 homeroom

16 clubs

6 activities in general

4 remedial reading

Activities mentioned once: speech, record keeping, activities period, assemblies, professional ethics, student projects, dramatics, handling classroom equipment, music, journalism, study halls

2. Naturally, to add more training in such areas as these would call for cutting down elsewhere . List any specific suggestions you may have for providing time for this work.

   26 Include more of this in Integration department

   21 Eliminate at least one of the three, one-hour, freshman integration courses. (Most criticism of 100B)

   13 Cut down on courses in special subject fields

   4 Add guidance or extra-curricular course as an elective

   Among the great many miscellaneous suggestions were these:

   a. Provide participation in these things in College High

   b. Include field trips to other schools to observe ECA

   c. In the junior year, provide a period of training out in the high schools, dealing especially with activities

   d. Provide a longer training period

   e. Cut down observations in favor of more work in this field

VI. Training Teacher

Was exceedingly helpful:

Yes 74 No 24 Unanswered 3

VII. Curriculum

Please indicate your reactions to the curriculum that you encountered in the high school

1. Well adapted to average students

   Yes 74 No 27

2. Well adapted to above-average students

   Yes 41 No 60

3. Well adapted to slow students

   Yes 16 No 85

VIII. Looking Ahead

What, if anything, stands in the way of full enthusiasm for your chosen work?

(68 of the 101 teacher-trainees answered. The lack of space prevents

giving here the specific statements of the students, those under the first three items listed below being most interesting and thought provoking.)

32	Low slaaries
23	The rigidity of the school curriculum, that encourages mere conformity to a pattern that is perpetuated year in and year out, and discourages the beginner from using his own ideas
23	Pettiness, unprofessional relationships, intolerance, narrow attitudes of teachers already in service
12	Heavy after-school and at-home demands of the job
6	Getting located in a satisfactory position
5	The layman's opinion of teaching
2	Lack of facilities, as microscopes
2	Rigid administration
1	A feeling of inadequacy

(End of Section IV of the Report)

MASTER OF ARTS DEGREE IN ADMINISTRATION - PROGRAM OF STUDIES

New Jersey State Teachers College at Montclair
Integration Department

Student__________________
June, 1945 Hours Required-32 Date of Matriculation__________

To aid in the selection of electives, the student may secure from the Integration Department a copy of State requirements for administrative and supervisory certificates.

I. Required Courses Hrs. Completed
Int. 500A History and Principles of Secondary Education
500C Teaching Procedures in Secondary Education
502A Org. & Adm. of the Modern High School
503 Methods and Instruments of Research
508A Supervision of Teaching

II. Electives
Int. 406 Educational Sociology
408 Multisensory Aids
409 Radio and Sound Equipment in the Classroom
500B Advanced Educational Psychology
501 Educational Measurements in the Sec. School
502B Org. & Adm. of the Modern High School, PartII
504A Curriculum Construction in the Secondary School
504B Seminar in Curriculum Construction
504C Curriculum Trends in Elem. & Sec. Schools
505 Org. and Adm. of Extra-Curricular Activities
507 Org. and Adm. of Guidance Programs
508B Supervision of Teaching, Part II
510 Seminar in Educational Administration & Supv.
515 Guidance & Personnel Problems of Classroom Tchng.
516 School Finance
517 Administration of the Elementary School
518 Supervision of Instruction in Elem. School
520 Principles of Mental Hygiene
521 Psychological Tests in Guidance Programs
524 The Study of the Failing Pupil
527 Health Aspects of Adjustment
528 The Visiting Teacher: Psychiatric Social Work
529 Field Work in Guidance
530A Corrective & Remedial Reading in Sec. Schools
530B Practicum in Rem. & Corr. Reading in Sec. Schools
531 The High School Teacher and the Community
532 The Supv. & Tch. of Reading in Elem. Schools
534 The Junior High School
535 Vocational Guidance
540 Recreational and Activity Leadership
545 Interpreting the Schools to the Public
546 School Laws of New Jersey
601A Workshop: Organizing & Administering the School
601B Workshop: Supervising Instruction
601C Workshop: Dealing with and Understanding Youth

III. Courses in Other Departments of the College (Maximum-8hrs)

IV. Thesis (Optional - 4 hrs.)
V. Examination (Non-thesis students - no hrs.)
VI. Courses in Other Graduate Schools (Maximum - 8 hrs.)

Integration 100A   Organization of 2-hour Course, First Semester, 1945-46.

Weeks	A	B	C	D	E	F	G
1	〰	〰	〰	〰	〰	〰	〰
2							
3	☒	☒	▨	▨	☐ Messick	☐ Ing.	☐ Ing.
4							
5							
6	☐ Messick	☐ Messick					
7							
8							
9			☒	☒	▨	▨	▨
10							
11							
12	▨	▨	☐ Messick	☐ Ing.			
13							
14							
15					☒	☒	☒
16							
17							
Printed schedule numbers & rooms	E-2 8:45 T. Th. Room 9	E-1, E-2 9:45 T. Th. Room 1	D,G 8:45 T. Th. Room 10	C-1, C-2 12:30 T. Th. Room 8	A-1 8:45 T. Th. Room 2	B,F 9:45 T. Th. CHS 12	A-2 1:30-T 12:30-Th. Room 30

Key to Division of Responsibilities in the Course

〰 1. 4 days (2 weeks) of campus orientation (Messick, Jackson, Sherwin.)

☒ 2. 6 days (3 weeks) of instruction in work and study habits (Jackson.)

☐ 3. 12 days (6 weeks) of observation in College High School and classroom discussion of same. (Messick, Ingebritsen.)

▨ 4. 12 days (6 weeks) of social competence. (Sherwin.)

This plan for freshman Integration represents our group planning and combines the more promising work of the former three one-hour courses into a one-semester two-hour course. Rather than make an instructor responsible for all the work of a class, as agreed in our meetings, one person acts as specialist for a specific phase of the program and moves into all seven sections to carry forward that work for a period of time. Each instructor will develop his own block of work, but is encouraged to clear any questions with the Head of the Integration Department.

Orientation - First Four Meetings

Classes begin Th.
Sept. 13 for these
people.

	8:45 T. Th. A	9:45 T. Th. B	8:45 T. Th. C	12:30 T. Th. D	8:45 T. Th. E	9:45 T. Th. F	12:30 Th 1:30 Tu G	
1	Messick	Messick	Jackson	Messick	* S.G.A.	Jackson	Jackson	S 13 Th.
2	Library	Library	*S.G.A.	Library	Messick	* S.G.A.	* S.G.A.	S 18 Tu
3	* S.G.A.	* S.G.A.	Library	* S.G.A.	Messick	Library	Library	
4	Messick	Messick	Jackson	Messick	Library	Jackson	Jackson	
	Room 9	Room 1	Room 10	Room 8	Room 2	CHS 12	Room 30	

* Miss Sherwin acts as chairman to start these groups, introducing the SGA leader, and perhaps guiding the discussion at the end of this talk.

At the first meeting of all groups except Group E, the leader sets the stage for the whole course, explaining the idea of it and the nature of its organization and progress. In Group E Dr. Messick will pick this up the second meeting.

The library instruction will be done in the library, and the leaders of the first meetings of the different classes (Mr. Jackson and Dr. Messick) should notify the groups of this change of rooms for that work.

Mr. Jackson will assume responsibility of securing SGA leadership for that meeting with each section, and see that SGA speaker meets his engagement.

The fourth meeting of each group will be further orientation, dealing with matters of most urgent concern of the freshmen.

Social Competence

It will be noted that for three weeks (12, 13, 14) Miss Sherwin will be still working with Sections E and F at the same time she is beginning work with two new sections (A and B), which means a conflict in hours. It is suggested that the work for E and A be planned so that for the three weeks they can meet together and treat common materials; the same with B and F. Scheduling difficulties made necessary this overlapping of sections.

Observation, College High School

During the six weeks, the student meets in class for discussion one of the two assigned periods and observes in the High School the other. He also observes three other hours during the six weeks. The schedule for observations is to be arranged by the instructor in charge of the section (Dr. Messick or Dr. Ingebritsen.) It is suggested that observations be made by departmental majors, but instead planned around other basic aspects of classroom procedure, such as assignments, use of mat-

erials, group methods, individualized instruction, question-answer procedure, teacher qualities, etc. Dr. Messick and Dr. Ingebritsen may want to plan this emphasis together.

In the scheduling of sections, since classes will meet only one period a week during this six weeks, Dr. Messick can arrange the work of his groups A and E so there will be no conflict. Likewise Dr. Ingebritsen need have no conflict between his Section D and his 12:30 200A class.

Conclusion

The success of this depends a great deal upon our ability to meet pressing needs and first interests of these students. If this is done the "circus arrangement" that we have decided upon will not bother the student.

Marking. Each of the instructors for the three basic areas of the course (social competence, college high work, and study habits) should record a grade for each of the students. These should be turned over to the person who started the group (Dr. Messick, or Mr. Jackson), who will be responsible for averaging marks and giving a final course mark. Dr. Messick will be responsible for sections A, B, D, and E; and Mr. Jackson for sections C,F, and G. Our experience this first year with this course may lead us to the conclusion that the service we render will be more significant than our attempt to give marks.

July 23, 1945

Harold Spears
Head of Department of Integration

Respectfully submitted
Harold Spears

ANNUAL REPORT OF THE LANGUAGE DEPARTMENT

FOR THE YEAR 1944 - 1945

A. DEVELOPMENTS AND TRENDS - GENERAL

During the current year I believe there has been a real confirmation of my statement in last year's report that, "We can, however, at least be a trifle more optimistic about the future of language teaching." At the time that remark was made we were still under the dark shadow of war on two fronts. Students were advised to concentrate on the acquisition of knowledge in fields of study presumably immediately advantageous to the war effort. Not much regard was being given to the importance of facility in the modern languages as related to their use in foreign countries. Our armies had not yet left the area of England for the invasion of France at Normandy. During this year the situation has changed radically. Our armies have overrun Western Europe and our men have had to face both the problem of living among non-English speaking nationals and the necessity of using various modern languages. The short-sightedness of our government shown by its neglect of a definite recommendation that modern languages be included in the equipment of all young people destined to be members of our armed forces has been made evident by the experiences of this year. It is true that special army schools were set up for training in the language field. Still the percentage of service men assigned to this training was exceedingly small as compared with the vast numbers who would be called upon to show some foreign language competence.

Throughout the last year we have received letters from our graduates in which the importance of their knowledge of modern languages in smoothing out the difficulties of life in Western Europe has been emphasized again and again. As a result of these experiences it is my belief that the average American soldier will return to the United States much more impressed by the importance of language knowledge than ever before, and that we are certain to find their realization

of our present language deficiencies a factor in shaping future high school curricula. I foresee that emphasis from now on will be placed more and more on learning to use modern languages orally not just in learning something about them. If I am correct in this forecast, the Montclair system of Direct Method instruction in the modern languages, adopted seventeen years ago, will be amply justified.

I believe the trend today is to increased registration in the language field. Now that the war on one front has been finished the demand for intensive effort in science and mathematics cannot possibly be so prohibitive of study along other lines as it has been in the past few years. Our prospective enrollment for fall classes, already quite heavy in Spanish, seems to reveal greater interest in French and Latin. This should be followed by a similar improvement in registration for these subjects in high schools. My data from the high school field confirms this trend. In many schools registration for language study for 1945-46 shows a real increase. This will surely have a definite effect upon the placement of our language majors in the next few years as, the more language classes in high schools, the more teachers will be needed. For this reason I am this year more optimistic about the future of language teaching.

DEVELOPMENTS AND TRENDS - PARTICULAR

1. The Spanish Curriculum

The increased interest in the study of Spanish noted in last year's report has been maintained during this year. Spanish classes now are at the point of heavy registration which must be met by the addition of an assistant to Miss de Escoriaza if our regular standard of instruction is to be maintained. Particularly difficult is the situation in freshman Spanish. Here the class is really too large for the type of individual instruction which has been so successful in the past. Two reasons for concern over the situation easily come to mind. First, the increase in high school Spanish classes throughout the state has doubled the number of candidates for our work in Spanish. The preparation of these candidates is by no means uniform. The fact that they must have at least two years of creditable

work in Spanish in the high schools does not insure uniformity of preparation, as some high schools do much better work than others and the character of what is called creditable work cannot be regarded as everywhere the same. We require the ability to understand spoken as well as written Spanish. In some high schools little practice is given in spoken Spanish; in some all language classes have adopted this direct method. The result is that much of our time has to be devoted to securing aural and oral proficiency. Secondly, oral and aural proficiency requires constant practice. Every student must be called upon during each Spanish class period. When classes are heavy in registration such individual work is impossible and general standards suffer. This must not be allowed to happen at Montclair.

2. The French Curriculum

The trend toward revival of the study of French at Montclair continued during the current year though there is still a long way to go before we recover the position in French which obtained when we had two large sections of freshman students of French. Though there have been more students of French, they have not been better students. This is attributed to the high school situation. A falling off of interest there and a diminution of the registration has had damaging effects. In many cases standards have not been maintained at the previous high level because of the caliber of the students enrolled and the uncertainty of the teachers regarding the continuance of the subject in the curriculum. We have been faced by the necessity of spending more and more time on the acquisition of aural and oral proficiency. It is highly to the credit of Miss Tonone, our teacher of Freshmen, that she has been able to accomplish so much with such students as she has had.

3. The Latin Curriculum

It is interesting to note for future reference that there have been more requests for teachers of Latin this year than for teachers of French and Spanish. To meet such demands it is really imperative that our registration in Latin majors should be appreciably increased. Advance registration for the coming year shows a larger number of Latin candidates than we have had for some years. With the demand as it is, it seems short-sighted on the part of qualified candidates to forego a field of teaching in which the teacher supply is not keeping up with the number of teaching positions available. This situation stems from the disinclination of administrators to support more than two years of Latin study in the high schools. As students should have had at least three years of Latin before entering Montclair, our enrollment in Latin has necessarily become impaired. It may be necessary to arrange our curriculum to allow for the admission of students with only two years of high school study of Latin, though that is to be regretted, as proficiency in Latin teaching is difficult to achieve when only four years of college study are available. That limited time is hardly sufficient to insure excellent teaching ability. Latin is a precision subject and precision demands real concentration. Latin is also a cumulative subject and as such demands years of continuous application. Today devotion to continuous and intensive study does not seem to be characteristic of high school pupils. It will require years for the effect of the depression and this war to disappear from the high school population.

4. The Language Curriculum

This year has seen the interest in Miss Littlefield's War Languages course maintained and the offerings expanded. This I believe is as it should be. It is certain that the fields of instruction in modern languages beyond those

which have been regarded as traditional offerings are due for expansion. As the United States appears ready to abandon its policy of isolation and to join the rest of the world in the matter of closer international relations, the necessity for wider knowledge of Russian, Japanese, Brazilian-Portuguese, etc., begins to be imperative. From our simple beginnings in the War Languages course there may develop regular courses in the teaching of these modern languages which are used by so many millions of people today. It is our good fortune to have on our faculty a teacher of such attainments in the linguistic field as Miss Littlefield. Every effort should be made to avail ourselves of her ability in the preparation of teachers of General Language.

5. Departmental Activities.

The usual language club activities have been maintained throughout the year. Out of this activity have come the different trained groups of students who have appeared at various entertainments in the vicinity of Montclair and also in New York City. Especially worthy of commendation has been the Spanish Club under Miss de Escoriaza's direction. So many invitations for repeat performances of its programs were received that it was impossible to satisfy the demand. The Spanish presentation on Pan-American day was particularly effective. From our experience during this war year we feel certain that when restrictions are lifted, we shall be able to revive the Language Festival successfully.

Our faculty members have been busy this year with many contacts off campus. There were addresses made to high school assemblies, educational conferences, etc. Miss Littlefield has been a consultant in linguistics for a group in New York City; Miss Escoriaza has assisted greatly in the promotion of interest in Spanish in the State, Miss Tonone has continued her activity in French War Relief. Though not in good health throughout the year, Mrs. Cressey fulfilled many committee assignments and was particularly interested in the work of the Foreign Exchange League.

In January of 1944 four of our language majors left the campus for a year of study in Mexico City under the auspices of our Foreign Exchange system. They are now back at college and the Spanish classes are being vastly benefited by the wealth of experience these girls had during their stay in Mexico. The girls were very gracious in putting on programs in the college and at various high schools following their return. To them perhaps should be given some recognition for the increase in registration of Spanish majors for next year.

B. ENROLLMENT DATA

Undergraduate

	May to August - 1944			Sept. to Jan. - 1944				Jan. to May - 1945			
French Course	101	202	301	101	201	301	402	102	202	302	404
No. of Students	8	4	2	15	17	9	8	19	14	10	9
Latin Course	202	302		101	201	402		102	202	302	404
No. of Students	3	3		7	8	2		4	4	4	3
Spanish Course	101	202	302	101	201	301	402	102	202	302	404
No. of Students	9	7	5	27	20	9	12	28	15	8	8
Language Course	401	415	300	401	415	300		415	300		
No. of Students	3	9	33	13	6	61		5	36		

Graduate

No graduate courses were offered by the Language Department during the year. The staff of the department is still completely occupied by the courses of the undergraduate curricula.

A study of the over-all enrollment of students in the different divisions of the Language Department since 1936 provided some illuminating data on the effect of the war on the registration of language students. The following figures are expressive:

See following page

106

Total Registrations of all students of:

Year	French	Latin	Spanish
1936	227	119	22
1937	194	121	32
1938	155	118	16
1939	162	114	31
1940	135	100	42
1941	167	126	120
1942	108	80	96
1943	101	50	127
1944	102	35	150

The decrease in French and Latin and the great increase in Spanish reflect in great part the influence of the war. The decrease in Latin is due also in large measure to the curtailment of advanced Latin classes in our high schools. It is interesting to note that this year we have had a great increase in requests by high school principals for teachers of Latin. Our supply of prospective Latin teachers has not kept up with the demand. It will probably remain as at present unless (1) classes in 3rd and 4th year Latin are fostered by high school principals or (2) we admit students with only two years of high school Latin. It will be difficult to produce competent Latin teachers in four years if all we can expect of candidates is the two year high school preparation. Despite the small number of students in our Latin division an investigation of the continuous service of our language department graduates indicates that our Latin majors remained as teachers in our high schools longer than have the French, German or Spanish majors.

C. STAFF AND STAFF CHANGES

The Language Department staff for the past year is as follows:

W. H. Freeman	Head of the Department and Professor of Languages
Ethel F. Littlefield	Assoc. Professor,Languages
Teresa de Escoriaza	Ass't. Professor of French and Spanish
Germaine P. Cressey	Ass't. Professor of French
Valentine Tonone	Ass't. Professor of French
Lydia Caliandro	Instructor in High School Latin

Miss Tonone has been granted the M.A. professional status by the State Commissioner of Education of New Jersey on the grounds of her European diplomas and brevets.

D. RECOMMENDATIONS

1. Because of the great increase of students of Spanish and the difficulty of maintaining Montclair standards in language classes exceeding twenty students in registration, I recommend the addition of an instructor in Spanish.

2. Because the Language Department staff is wholly engaged in undergraduate offerings I recommend the addition of a staff member whose assistance may make possible the offering of graduate courses.

3. Because of the transfer of Miss Caliandro to work in the High School office and the consequent loss of her assistance in the teaching of Latin, I recommend that a part-time teacher be secured for the Latin work in the High School.

4. Because of the importance of the subject matter of Language 300, "Foundations of Language," I recommend that the periods per week be increased from two to three and that three sections be set up as was the arrangement prior to the war.

5. Because of the interest prevailing in our War Language course I recommend that it be named "Modern World Languages" and be set up as an advanced course in the "Foundations of Language" sequence. It should be open only to juniors and seniors.

Respectfully submitted,

W. H. Freeman, Ph.D.
Head of the Language Department

REPORT OF MATHEMATICS DEPARTMENT
FOR
ACADEMIC YEAR ENDING
September 15, 1945

I. TRENDS AND DEVELOPMENTS

The end of the war has presented new problems to those responsible for the training of high school teachers of mathematics. One of these is the modification of courses to meet the lessons taught by the war. Several of these modifications have already been made at Montclair, in the inclusion of teaching of arithmetic in Mathematics 300 for mathematics majors, and in requiring the course Mathematics 406 instead of Mathematics 402.

Another problem will be met this year in the increasing number of veterans who will return to the college for training. These men will require adjustments in the college courses to fit their requirements and even now call for more teaching aid in the Mathematics Department as mentioned later.

Members of the mathematics staff regularly attended and supported professional meetings in New Jersey and elsewhere. In addition to this their leadership in State and National professional organizations was shown in many ways.

DR. DAVID R. DAVIS

The activities of Dr. Davis cannot be fully reported since he left for overseas duty on July 1 to serve as instructor of army personnel at Army University Center No. 1, Shriversham, England.

Dr. Davis also served as a member of the Council of the New Jersey Association of Mathematics Teachers.

DR. HOWARD F. FEHR

Dr. Fehr was appointed as co-chairman with Dr. Mallory of the New Jersey Policy Commission. In this capacity he consulted with committees of the Commission

Dr. Fehr edited three issues of the Bulletin of the New Jersey Association of Mathematics Teachers.

He also delivered the following addresses:

October 17, 1944, at Teaneck (New Jersey) High School; Bergen County Institute (Senior High School Teachers of Mathematics): Topic - Teaching Pure Mathematics in the High School.

December 29, 1944, at Harrisburg, Pennsylvania; Pennsylvania State Educator Association (Mathematics section): Topic - Use of Multi-sensory Aids in Teaching Mathematics.

March 24, 1945, at Teachers College, Columbia University; (regional meeting of National Council of Teachers of Mathematics): Topic - The Training of Teachers of Hich School Mathematics.

April 28, 1945, at Newark, New Jersey, Athletic Club; (Association of Mathematics Teachers of New Jersey, Northern Group): Topic - Problems in the Post-War Teaching of Mathematics.

April 30, 1945, at Stroudsburg, Pennsylvania, High School; (teachers of arithmetic and high school mathematics): Topic - Teaching Arithmetic, Grades 3 to 12.

In addition, Dr. Fehr addressed smaller groups of teachers.

Dr. Fehr contributed an article to the 18th Yearbook of the National Council of Teachers of Mathematics on the topic: Graphical Representation of Complex Roots of a Polynomial.

MR. PAUL C. CLIFFORD

Mr. Clifford continued his activities in the war effort by serving as consulting statistician at the Wright Aeronautical Corporation.

Mr. Clifford served on the program committee of the American Statistical Society for the Christmas meeting in Washington, D. C. He also served on an advisory committee of the Industrial Statistics section and as program chairman for all six of its meetings.

He also delivered at Princeton, New Jersey, a lecture on Statistics.

DR. VIRGIL S. MALLORY

The Head of the Department of Mathematics concluded his services for the War Department. Over a million copies of his Algebra Work Book were supplied to the

Armed Services. A copy of the check list mentioned in last year's report is attached hereto. It was published in the October 1944 Mathematics Teacher.

The Report on the reorganization of the U. S. Office of Education and pertaining to the services in mathematics of that office prepared by a committee of which Dr. Mallory was a member was published in the annual report of Dr. John Studebaker, U. S. Commissioner of Education.

The National Council of Teachers of Mathematics, aware of the opportunity to capitalize on the lessons learned through the war appertaining to mathematics and its teaching, appointed a Policy Commission on Post War Plans. Dr. Mallory was appointed to this Commission, and wrote part of its Second Report (published in the May 1945 Mathematics Teacher and attached hereto). He met with the Policy Commission, representing the New Jersey Association of Mathematics Teachers, twice at Washington and twice in New York where he served as editor of reports. In furtherance of the objectives of this National Policy Commission he, serving as Advisory General Chairman, and Dr. Fehr, serving as General Chairman, initiated and advised with the New Jersey Association of Mathematics Teachers in forming a New Jersey Policy Commission. Both he and Dr. Fehr met with and addressed this Commission on several occasions.

Dr. Mallory continued his activities as member of the Council of the New Jersey Association of Mathematics Teachers, as Review Editor of Mathematic Books for the New Jersey School Review and as Critic of the Mathematics Examinations of the U. S. Armed Forces Institute.

In addition to talking to small groups of teachers on several occasions, including talks to Rotary clubs on teaching problems, he made the following talks:

October 17, 1944, at Bergen County Institute, Hackensack, New Jersey, on the topic: The Articulation of Elementary and Junior High School Mathematics.

October 27, 1944, at The Northwest Ohio Teachers Association, Toledo, Ohio, on the topic: The Teaching of Mathematics in a Post War World.

November 10, 1944, at New Jersey Association of Mathematics Teachers, New York City, on the topic: Report of the Work of the National Policy Commission.

March 7, 1945, at Bloomfield, New Jersey (Mathematics teachers and administrators) on the topic: Improvements in the Teaching of Mathematics.

March 17, 1945, at Private School Teachers Association, New York City, on the topic: Special Problems in the Teaching of Mathematics.

April 12, 1945, at Paterson, New Jersey, Passaic County High School Principals Association on the topic: Within Group Provisions for Meeting Individual Differences.

April 21, 1945, at Camden, New Jersey, Section II of the New Jersey Association of Mathematics Teachers on the topic: The Teaching of Post War Mathematics.

April 26, 1945, at Fairleigh Dickenson Junior College, Rutherford, New Jersey, Regional Guidance Workshop on the topic: Individual Differences.

April 28, 1945, New Jersey Association of Teachers of Mathematics, Newark, New Jersey, on the topic: Report on the Work of the National Policy Commission.

Dr. Mallory also presided at a session of the Regional meeting of the National Council of Teachers of Mathematics (Metropolitan Section) on March 24, 1945 in New York City.

Publications during the year were, in addition to those previously mentioned, two articles in the 18th Yearbook of the National Council of Teachers of Mathematics (1) The Construction and Use of Homemade Instruments in Indirect Measurement and (2) The Construction of Plaited Crystal Models. Work was completed, with various collaborators, on the revision of Using Arithmetic, a set of 6 books on a Child's Use of Numbers, on the Plane Trigonometry, and on a Commercial Arithmetic. All of these are in press and are to be published early in 1946. Work continues with various collaborators on a Geometry Workbook, on Arithmetic Workbooks (8 books), on a new general mathematics text, and on a text for use in first year college classes (with Dr. Fehr).

II. ENROLLMENT DATA

Undergraduate

	Majors		Minors		Total	
	Oct. 1	Feb. 1	Oct. 1	Feb. 1	Oct. 1	Feb. 1
Freshmen	32	32	-	-	32	32
Sophomores	42	41	16	13	58	54
Juniors	13	16	6	6	19	22
Seniors	18	19	8	8	26	27

III. STAFF AND STAFF CHANGES

Staff members and the courses that they taught were:

Fall Term

Dr. Mallory: High School (10th Grade), 201, 401, and supervision of practice teachers.

Mr. Clifford: High School (9th Grade), 101, 201, 304, 400.

Dr. Davis: High School (11th Grade), 101, 301, 402.

Dr. Fehr: High School (12th Grade), 301, 400 (2 sect.), 405

Mrs. Davis: High School (7th and 8th Grades), 101 (minors), 300 (2 sect.).

Spring Term

Dr. Mallory: High School (10th Grade), 202, and supervision of practice teachers.

Mr. Clifford: High School (9th Grade), 202, 304, 406.

Dr. Davis: High School (11th Grade), 101, 102, 400, supervision of practice teachers.

Dr. Fehr: High School (12th Grade), 102, 300, 302, 404.

Mrs. Davis: High School (7th and 8th Grades), 102 (minors), 300 (2 sections).

Summer Term

Dr. Mallory did not teach during the summer term.

First 6 weeks

Mr. Clifford: 102A, 300, 400

Dr. Fehr: 301A, 406A

Dr. Davis: 302A (Dr. Davis gave an extra course, 300, at close of regular session to fill his program.)

Second 6 weeks

Mr. Clifford and R. Davis did not teach the second 6 weeks of the summer term. Mr. Ralph Miller, Head of the Mathematics Department of the Ridgewood High School, and Mrs. Davis served in their places.

Dr. Fehr: 302B, 406, 510C

Mrs. Davis: 102B, 300, 401W

Mr. Miller: 301B, 400.

IV: RECOMMENDATIONS

Office: The inadequacy of the mathematics office has been mentioned previously. There are desks for five members of the department in a room 8 feet wide and 20 feet long.

Personnel: With the increase in enrollment the mathematics department needs the extra assistance, half the time of an instructor, that it had before the war. This extra help is needed at the present time and should surely be obtained by September 1946.

Mrs. Davis has rendered efficient service within her capacity during the manpower shortage. During the coming year someone should be selected as a substitute for Dr. Hildebrandt, whose place she has been temporarily filling. This person should have an ample background in mathematics as well as high school experience and should be capable of providing leadership to New Jersey teachers.

Change in required courses: The mathematics department has discussed the advisability of changing its requirements for majors with respect to the courses402 and 406. The former course, Advanced Calculus and Solid Analytic Geometry, now required, is a course in pure mathematics that has few direct connections with high school mathematics: the latter course, Applications of Mathematics, now elective, has many high school connections. The change would have been made this fall except for the shortage in personnel in the department and the lack of adequate transits and levels.

War surplus equipment: In order to make the change indicated in the preceding paragraph, additional equipment is needed: 2 transits and 2 levels. It may be possible to secure these as war surplus equipment.

Respectfully submitted,

Virgil S. Mallory,
Professor of Mathematics and
Head of the Mathematics Department

(Reprinted from The Mathematics Teacher for October 1944)

A Check List for Pre-Induction Mathematics

By VIRGIL S. MALLORY
State Teachers College, Montclair, N. J.

IN THE October 1943 issue of THE MATHEMATICS TEACHER a committee[1] of the National Council of Teachers of Mathematics, working with the cooperation of the Civilian Pre-Induction Training Branch of the Army Service Forces and the U. S. Office of Education made a report on Essential Mathematics for Minimum Army Needs.[2] The purposes of the report were to emphasize the needs of the inductee for certain minimum essentials in mathematics, to present a list of the essentials needed, to recommend placement in the high school curriculum of those essentials not already there, and to give some guidance for teaching them. Incidentally the report pointed out the value in civilian life of these same essentials.

The minimum essentials of mathematics listed in that report were determined by visits of the committee members to Army camps and by conferences with over three hundred Army officers.

The report suggested how, without the establishment of new courses in mathematics, these minimum essentials could be incorporated into the regular courses in sequential mathematics or in general mathematics. It will be noted that major emphasis was given to those more elementary aspects of mathematics which are used by practically every inductee. As the report stated, despite the fact that these are simple elements of mathematics, it should not be assumed without careful checking that they have been mastered by pupils. Ample evidence shows that the typical inductee does not have competence in their use.

A year has passed since the publishing of the report and it seems pertinent to provide teachers of mathematics with a check list so that they may determine the effectiveness of their teaching of this type of mathematics. Such a check will be of great help to those boys who are preparing to enter the army as well as to boys and girls planning to engage in industry.

The cooperation of every high school teacher of mathematics is invited in the use of this check list.

CHECK LIST

1. Can the pupil read and write with proficiency and understanding

a. Whole numbers to eight digits?

b. Common fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 16, 32, and 64?

c. Decimal fractions to ten-thousandths?

d. Per cents?

These are used in serial numbers on rifles and identification tags; sizes of wrenches, bolts, and nuts; frequencies in kilocycles, valve clearances; per cent of men assigned to details and proportions of ingredients in mixtures.

2. Can the pupil count by 1's, 2's, 5's, and 10's with accuracy the number of objects in a group?

This ability is used in counting the number of men, automotive units, or equipment; in counting paces for determining distances.

3. Can the pupil perform the fundamental operations on whole numbers with understanding, accuracy, and reasonable speed?

These are used in stock, mess, and supply reports; amount of ammunition and materials consumed; in reading map grids; in determining mileage; in radio frequencies; in changing units of measure.

4. Does the pupil understand funda-

---

[1] The committee consisted of Rolland R. Smith, C. Louis Thiele, F. Lynwood Wren, Wm. A. Brownell, John Lund, Giles M. Ruch, and Virgil S. Mallory, chairman.

[2] Reprints of that report may be secured from William D. Reeve, Teachers College, Columbia University, New York City, for 10¢.

mental operations with common fractions and thus have skill in their use?

These operations are used in reading blue prints, calculating seam allowances; in tap and dye sizes, depth of cut in machine work; in determining amounts of ingredients to be used in mixtures; finding weights of castings; in electrical problems, in making switchboard installations.

5. Does the pupil have a clear understanding of the system of decimal notation basic to the use of decimal fractions?

6. Has the pupil such a concept of decimal fractions that he can display it by: determining the relative size of two decimal fractions; give the result of multiplying or dividing a decimal fraction by a power of 10; correctly place the decimal point in a result by inspection?

7. Can the pupil add, subtract, multiply, and divide decimal fractions with understanding, assurance, and skill?

This work with decimal fractions is used: by supply clerks in finding the total money value of rations; in checking air craft specifications and in machine shop work; in finding frequencies in electrical work; in laying out rivet patterns and in determining costs.

8. Does the pupil have so clear an understanding of part-whole relationships with common and decimal fractions and per cents that he can

a. Find a required part of a number when the part to be found is expressed as a common or decimal fraction or as a per cent?

b. Find what part one number is of another and express the result as a common or decimal fraction or as a per cent?

c. Find a number given a part and its relative size as a common or decimal fraction or as a per cent?

These are used in computing dial settings; in finding speeds for different sized gears or pulleys, determining slopes in grade stakes; in finding amount of product in Army baking operations.

9. Does the pupil have so clear a concept of the ratio concept expressed as a common or decimal fraction or as a per cent that he can solve practical problems in ratio?

Ratio is used in concrete and fuel mixtures, in scales in aerial photographs and maps, in slopes and grades, in speeds and sizes of pulleys and gears.

10. *a.* Does the pupil understand the symbolism for powers and can he find powers of numbers?

b. Can he find square roots from tables?

These skills are used in the common formulas in many branches of the Army, in finding a side of a right triangle or the diagonal of a rectangle. The understanding of powers (particularly of powers of 10) and of the square roots of even powers of 10 is needed for adequate use of a table of square roots.

11. Has the pupil had such thorough training in the use of graphs, maps, and grids that he can

a. Understand such representative fractions (R.F.) as are used in military maps as 1/20,000, 1/50,000, etc.?

b. Interpret maps and grids and find directions and distances from point to point?

c. Use maps, grids, and graphs intelligently?

d. Make maps and graphs?

These skills are used in determining direction of travel to reach an objective; to orient one's own position; to discover location of artillery, command posts and hostile forces; for scouting and reconnaissance, for radio and signal communication.

12. Has the pupil had adequate practice so that he is skillful in using tables?

This ability is used in finding angle of elevation for an artillery piece from firing tables, making corrections for windage, finding strength of materials, fractional equivalents, squares and square roots.

13. *a.* Does the pupil understand the symbolism of algebra, how to use letters to represent numbers?

b. Has he memorized simple formulas for areas and volumes, and the formula relating to distance, rate, and time?

c. Can he substitute numerical values in simple formulas to obtain a value for one of the letters?

d. Can he solve simple algebraic equations?

e. Does he understand the meaning of positive and negative numbers and can he use them intelligently?

These skills in algebraic technique are widely used in many branches of the services. Signed numbers are used in electrical work, in machine gun firing tables, and range tables, in indicating direction and time.

14. Has the pupil had practical as well as theoretical training in measurement so that he

a. Understands the basic concepts of weight, area, and volume and can perform the fundamental operations with denominate numbers?

b. Understands the measurement and the units of measurement for temperature (C and F), angles, and time?

c. Knows the more common units of the metric system, can use them in measurements and knows their simple equivalents to English units?

d. Has had practice in using such measuring units as the tape, rule, compass and protractor; magnetic compass; transit or use of protractor for outdoor measurements; calipers and dividers; steel square and level; scales?

e. Has had practice in estimating numbers, weights, heights, distances, and speeds?

f. Understands limits of accuracy and tolerances?

These uses of measurement have wide application in every branch of the Army. Some of these are: determining storage tank capacity, area of fire, load limits, finding tension for a wire, machine shop work, blue print and map reading; in medical measurements, radio repair, and designating gun calibre; in determining directions, road building and communications constructions; in carpentry, and engineering.

15. Has the pupil had enough training in geometry, particularly informal geometry, so that he has correct concepts of

a. Point; straight, curved, horizontal, vertical, oblique, parallel, and perpendicular lines; angle; and slope?

b. Triangle (right, scalene, isosceles, and equilateral), parallelogram (square and rectangle), trapezoid, circle, ellipse, and regular polygon; prism, cylinder, cone, and sphere?

c. Similarity?

These are used in the technique of fire, map reading, and the grade of a road; in cone of fire, aiming circle, and machine cams; in pattern making and automotive parts.

16. Has the pupil had enough practice in drawing and construction so that

a. He can use with skill a ruler graduated in 32nds and in 10ths of an inch, and in millimeters; compasses to construct circles and protractors to measure and to draw angles?

b. He can construct a perpendicular to a line?

c. He understands views of a simple object as given in a scale drawing, blue print, or sketch?

d. He can use the 3-4-5 relationship in a right triangle?

These abilities are used in preparation of parts for welding, radio repair, laying out range charts, determining azimuths; in the construction of bridges, machine shop work, the thrust-line system of establishing a rendezvous; in fabrication of materials, functioning of rifle, blue print reading; in carpentry and the sighting of mortars.

17. Do pupils understand the meaning of and are they skillful in using rounded numbers; the mean, median, and mode?

These are used in calculation of rations, marksmanship scores, constructing a pace scale; in Medical Corps statistics.

(Reprinted from The Mathematics Teacher for May 1945)

The Second Report of The Commission[1] on Post-War Plans

The Improvement of Mathematics in Grades 1 to 14

INTRODUCTION

THIS REPORT presents suggestions for improving mathematical instruction from the beginning of the elementary school through the last year of junior college. The program throughout these grades is in need of a thoroughgoing reorganization. The arithmetic of the elementary school can be and must be improved. The high school needs to come to grips with its dual responsibility, (1) to provide sound mathematical training for our future leaders of science, mathematics, and other learned fields, and (2) to insure mathematical competence for the ordinary affairs of life to the extent that this can be done for all citizens as a part of a general education appropriate for the major fraction of the high school population. Then, too, the junior college, which has grown up without a well considered design, should now take stock of its valid functions before it enters its second period of rapid expansion. It is reasonable to believe that the greatest advance can be made if teachers of mathematics in the elementary school, in the secondary school, and in the junior college, attack the problem together. At any rate it is sensible because of the essential continuity of mathematical instruction to plan the improvements in any one grade in terms of the total program.

The report presents a series of constructive theses which in spite of appearances are not offered in dogmatic finality. It is hoped that these tentative guides will be widely discussed in order that desirable modifications may be made in a later report. The Commission is seeking, through the cooperative thinking of teachers of mathematics in these grades, to arrive at a set of principles (a blueprint) for building a stronger program in mathematical education. Although the theses are tentative, it should be noted that they stem from the collective experience and thinking of the whole Commission and from a considerable body of pedagogical literature and investigation. Some have, of course, long been advocated by many leaders.

The mental climate with respect to mathematics is at the moment very favorable. Now is the time to put our house in order by making the improvements that have been postponed for too long. In the postwar period we should be ready to provide the very finest mathematics program for every type of youngster in our schools. It is to that end that the Commission submits the following theses for careful study.[2] The first one is of vital concern to every teacher of mathematics from grade one through junior college.

---

[1] Created by the Board of Directors of the National Council of Teachers of Mathematics. The first report of the Commission appeared in the May 1944 issue of THE MATHEMATICS TEACHER, pages 226–232. Reprints of the first report may be had for 10¢ each postpaid and the second report for 15¢ each postpaid from THE MATHEMATICS TEACHER, 525 W. 120th St., New York 27, N. Y.

Thesis 1. *The school should guarantee functional*[3] *competence in mathematics to all who can possibly achieve it.*

Competence in mathematics in many respects parallels literacy in communication. The legal specification of literacy is fulfilled by the ability to write and to speak one's own language. In pioneer days, no doubt this ability was adequate. Today the U. S. Army uses the phrase "functional literacy" to imply fourth-grade ability. Though no one knows exactly what functional literacy means, except by arbitrary definition, it is clear that modern technology has stepped up the minimum requirements of literacy in communication.

In great-grandfather's day, when life was relatively simple, the ability to compute accurately when dealing with whole numbers, common fractions, decimals, and per cent was adequate for the ordinary affairs of life. There are good reasons for believing that the minimum requirement in mathematics for effective citizenship is moving upward and that it is already a big step higher than control of the four fundamental processes of arithmetic. Functional competence in mathematics in modern affairs seems almost as crucial as functional literacy in communication. Life in the armed forces today, for a boy who is merely a good computer, is decidedly limited—even the road to the rating as a sergeant is likely to be long and difficult if the candidate has not had some training in simple practical physics and the related mathematics. On the other hand, there is strenuous competition among the services to secure the boy who comes with this bit of mathematical training. Then, too, industry now provides a vast training program which usually includes mathematics in order to get what it needs for a great variety of jobs. The same increasing demand for higher mathematical competence is to be noted in changes in the nonvocational aspects of life today. Certain widely read magazines, the Sunday editions of newspapers of our larger cities, and even occasional radio programs all assume an understanding of certain basic mathematical ideas which are not fully understood by all of our citizens.

It is fair to ask, "Does anyone know what we mean by functional competence in mathematics, or is the phrase as vague as the word 'literacy'?" The answer is that the meaning has been fairly clear for over twenty years—the most authentic analysis having been given in the 1923 Report of the National Committee on Mathematical Requirements on *The Reorganization of Mathematics in Secondary Education*, which for the first time listed in considerable detail the specific mathematical objectives for citizenship. Moreover, we can now define functional competence in mathematics more concretely by utilizing the experiences of the armed forces. This source of information has already been investigated and the findings have been published in two committee reports.[4] These reports list basic concepts and useful skills that may safely be presumed to include the mathematical materials of functional competence in mathematics for the armed services. But the reader will ask, Does the list of essentials in mathematics for minimum army needs apply to civilian life as well?

---

[2] The Commission will at all times welcome critical reactions to its published reports. It is suggested that teachers of mathematics and mathematical clubs and associations examine the theses critically. Comments may be sent to any member of the Commission.

[3] Obviously the word *functional* here is used in the sense that the educationist uses the word, not in its mathematical sense.

[4] See the report of the Committee on "Pre-induction Courses in Mathematics," THE MATHEMATICS TEACHER, March, 1943. Pages 114–124; and the report of the committee on "Essential Mathematics for Minimum Army Needs," THE MATHEMATICS TEACHER, October, 1943. Pages 243–282.

The mathematical phase of the training program in military schools, at least for the simpler tasks, came largely from industry. A glance at the list of approximately six hundred jobs in the army is sufficient to convince one that a very high percentage of these jobs have their counterparts in civilian life. Pending further investigation, it will be sensible to assume that the mathematics for minimum army needs, with only slight modification,[5] should be part of the general education of all our citizens. In the terminology of the educationist we can now outline with a good deal of assurance the mathematics of the *core curriculum*. Although the phrase "core curriculum" may disappear from pedagogical literature, there will persist the need for a common mathematical foundation for intelligent citizenship that will at the same time serve as a key to many "families of jobs." We need to make certain that the essentials for functional competence in mathematics are achieved by all who can learn them so that the proper guidance of the pupil may not be an impossible task.

The essentials for functional competence in mathematics are put as questions in the following Check List:

1. Can the pupil operate[6] effectively with whole numbers, common fractions, decimals, and per cents?

2. Has he fixed the habit of estimating an answer before he does the computation and of verifying the answer afterward?

3. Does he have a clear understanding of ratio?

4. Is he skillful in the use of tables (including simple interpolation) as, for example: interest tables, tables of roots and powers, trigonometric functions, income tax tables, etc.?

5. Does he know how to use rounded numbers?

6. Can he find the square root of a number by table or by division?

7. Does he know the main guides that one should follow in collecting and interpreting data; can he use averages (mean, median, mode); can he make and interpret a graph (bar, line, circle, the graph of a formula, and of a linear equation)?

8. Does he have adequate ideas of point, line, angle, parallel lines, perpendicular lines, triangle (right, scalene, isosceles, and equilateral), parallelogram (including square and rectangle), trapezoid, circle, regular polygon, prism, cylinder, cone, and sphere?

9. Can he estimate, read, and construct an angle?

10. Can he use the Pythagorean relationship in a right triangle?

11. Can he with ruler and compasses construct a circle, a square, and a rectangle, transfer a line segment and an angle, bisect a line segment and an angle, copy a triangle, divide a line segment into more than two equal parts, draw a tangent to a circle, and draw a geometric figure to scale?

12. Does he know the meaning of a measurement, of a standard unit, of the largest possible error, of tolerance, and of the statement "a measurement is an approximation"?

13. Can he use certain measuring devices, such as an ordinary ruler, other rulers (graduated to thirty-seconds, to tenths of an inch, and to millimeters), compasses, protractor, graph paper, tape, calipers, micrometer?

---

[5] It is not implied that the mathematics needed by the enlisted man and by the citizen in civilian life are *identical*. There are a few important differences. For example, as regards the mathematics of consumer education the enlisted man has in general little choice as to what he eats and what he wears, his budget problems are obviously not the same as one meets in civilian life.

[6] It is assumed that this item will be held to the needs stated in the two commission reports. For example, as regards operating with common fractions it is there suggested that the drill for mastery be limited to the denominators that people use in practical affairs.

14. Can he make a scale drawing and use a map intelligently—know the various forms employed in showing what scale is used—and is he able to find the distance between two points?

15. Does he understand the meaning of vector, and can he find the resultant of two forces?

16. Does he know how to use the most important metric units (meter, centimeter, millimeter, kilometer, gram, kilogram)?

17. In measuring length, area, volume, weight, time, temperature, angle, and speed, can he convert from one commonly used standard unit to another widely used standard unit; e.g., does he know the relation between yard and foot, inch and centimeter, etc.?

18. Can he use letters to represent numbers; i.e., does he understand the symbolism of algebra—does he know the meaning of exponent and coefficient?

19. Does he know the meaning of a formula—can he, for example, write an arithmetic rule as a formula, and can he substitute given values in order to find the value for a required unknown?

20. Does he understand signed numbers, and can he use them?

21. Does he understand what he is doing when he uses the axioms to change the form of a formula or when he finds the value of an unknown in a simple equation?

22. Does he know from memory certain widely used formulas relating to areas, volumes, and interest, and to distance, rate, and time?

23. Does he understand the meaning of similar triangles, and does he know how to use the fact that in similar triangles the ratios of corresponding sides are equal?

24. Can he, by means of a scale drawing, develop the meaning of tangent, sine, and cosine, and can he use a three- or four-place table of these ratios to solve a right triangle?

25. Can he solve simple verbal problems (in arithmetic, algebra, geometry, and trigonometry)?

26. Does he have the information useful in personal affairs, home, and community; e.g., planned spending, the argument for thrift, understanding necessary dealings with a bank, and keeping an expense account?

27. Is he mathematically conditioned for satisfactory adjustment to a first job in business; e.g., has he a start in understanding the keeping of a simple account, making change, and the arithmetic that illustrates the most common problems of communications, travel, and transportation?

28. Does he have a basis for dealing intelligently with the main problems of the consumer;[7] e.g., the cost of borrowing money, insurance to secure adequate protection against the numerous hazards of life, the wise management of money, and buying with a given income so as to get good values as regards both quantity and quality?

As has been suggested earlier, this thesis is a main goal for every teacher of mathematics throughout grades 1–14. Item No. 1 in the Check List is obviously the major part of the work of grades 1 to 6; the courses for grades 7 and 8 can and should make a substantial beginning in teaching most of the remaining items. General mathematics, commonly offered in the larger schools as an alternative to first year algebra in grade nine, should be constructed around these key concepts. The traditional sequential courses cannot be taught on the assumption that these basic matters have been learned well enough in earlier grades for effective use. Finally, it may well turn out that the subject matter suggested in the Check List is of more importance to many poorly prepared students in the junior college than some of the mathematical topics that they now are attempting to learn.

---

[7] For a more detailed and definite statement see *The Role of Mathematics in Consumer Education:* single copies may be secured without cost from the National Association of Secondary School Principals, 1201 16th St. N.W., Washington, D. C.

In our effort to insure functional competence in mathematics we need to keep the following in mind. (1) To an educated person the basic ideas are absurdly simple; typical examples are ratio, the nature of a measurement including degrees of accuracy, dependence, scale drawing, interpolation, the formula, tolerance, etc. (2) Although the basic ideas are simple, they are nevertheless very difficult for many persons to learn, and therefore require a long period of systematic teaching—instructors in the schools of the armed services, when they had to scrape the bottom of the barrel for human material, discovered that it took time and lots of it to teach a few simple mathematical ideas to *all* the boys of all the people. (3) While in general a good student who completes the traditional sequential courses will attain a mathematical maturity or power that exceeds the essentials, it is also true that a good student may complete the traditional courses (as they are now organized) without achieving functional competence; for example, there will almost certainly be gaps of the type revealed by tests in the armed services, and in any case, many students will not have as clear an understanding of some of the basic ideas as they should have. (4) A good student may become functionally competent in mathematics without taking any of the usual traditional sequential courses in high school, and he certainly can achieve the needed competence, as defined in the Check List, in less than four years, as for example, by taking one or two years of general mathematics. (5) Although the ability to compute effectively with whole numbers, common fractions, decimals, and per cents is still the crux of functional competence, this ability is achieved by only a fraction of the school's total population during the first eight grades, and is more likely to deteriorate than to improve in later grades unless something definite is done about it. (6) Although many of these ideas should be taught in earlier grades, this list of essentials for functional competence in mathematics should constitute the main goals of the work in grades 7 and 8. It is not to be inferred that all the essentials needed for functional competence in mathematics should be taught in grades seven and eight, nor that very many of these ideas can be completely taught to all pupils enrolled in these grades. However, grades 7 and 8 provide a golden opportunity for the mathematics teacher.

I. MATHEMATICS IN GRADES 1–6

If in the years to come arithmetic is to serve its proper function in the elementary curriculum, important changes need to be made both in the theory and in the practical procedures of instruction.

Thesis 2. *We must discard once and for all the conception of arithmetic as a mere tool subject.*

For decades arithmetic has been classified as a tool subject.[8] Indeed, it is still so classified in many current courses of study. As a consequence, the tool conception of arithmetic has dominated instruction for a long time; indeed, for a time long enough to produce results by which the worth of that conception may be assessed. It is needless here to canvass all the evidence which has been accumulated. It must suffice to say that arithmetic taught purely as a tool subject has not achieved its purpose. It has failed to contribute its part in equipping our citizenry with the kind of mathematical competence which is required for effective and intelligent living in our culture.

The notion that arithmetic is nothing

---

[8] Judd, Chas. H., "The Fallacy of Treating School Subjects as 'Tool Subjects'." *Selected Topics in the Teaching of Mathematics*, Third Yearbook of the National Council of Teachers of Mathematics. Pages 1–10. Bureau of Publications, Teachers College, 525 West 120th Street, New York 27, N. Y. Price, $1.75 postpaid.

more than a tool subject is then condemned by its record in the schools. It can be condemned as well on theoretical grounds. It is said that arithmetic is just a tool subject because we never use it as an end in itself,but only as a means of dealing with the quantitative aspects of situations which are largely nonquantitative. By the same criterion history is also a tool subject and so is geography. We seldom think about history and geography just to be thinking about them. Rather, we employ them, as we employ arithmetic, in order to solve problems which transcend subject matter lines.

If it be pointed out that history and geography involve concepts, understandings, generalizations, and relationships, the same claim can be made for arithmetic. And by this same criterion arithmetic, like history and geography, becomes a content subject. As such, it has a body of knowledge which calls for the same kind of painstaking instruction that has always been accorded other traditional subjects.

It is possible, below, only to suggest the general character of this instruction. An account in greater detail appears in the published report of an earlier committee.[9]

Thesis 3. *We must conceive of arithmetic as having both a mathematical aim and a social aim.*

The fundamental reason for teaching arithmetic is represented in the social aim. No one can argue convincingly for an arithmetic which is sterile and functionless. If arithmetic does not contribute to more effective living, it has no place in the elementary curriculum. To achieve the social aim of arithmetic children must be led to see its worth and usefulness. In this connection "natural" as well as planned classroom and extra-classroom uses of number are especially serviceable. Children appreciate the value of arithmetic when it helps them to meet needs of vital importance to them. In meeting their needs through arithmetic they become sensitive to other possible uses, and they acquire the habit of using arithmetic as a perfectly normal way of adjusting to life situations. Children who have developed this sensitivity and this habit of use are well on the way to the attainment of the social aim of arithmetic.

We may grant the paramount importance of the social aim, and yet insist that it can be achieved only to a limited extent if the mathematical aim is neglected. The latter aim relates to the acquisition of the content of arithmetic, to the learning of arithmetical skills and ideas (concepts, principles, generalizations, and the like). Both skills and ideas should be made sensible to children through their mathematical relationships. This means that children must understand whole numbers, the number system, common fractions, decimal fractions, per cents, units of measure, etc.; that they must understand the functions of the basic operations, and that they must understand the rationale of our methods of computation. To teach well these understandings and the essential skills is to achieve the mathematical aim.

It is not a matter of having to choose between the mathematical aim and the social aim—we must realize both aims through our teaching. The next five theses are intended to show how this goal may be realized.

Thesis 4. *We must give more emphasis and much more careful attention to the development of meanings.*

In the discussion of the foregoing thesis "understand" is the key word. The purposes of arithmetic cannot be fully attained unless children understand what they learn and know when and how to use it. We face here the problem of developing meanings, both mathematical and social meanings; and meanings have not customarily received their share of attention in classroom instruction.

---

[9] "Essential Mathematics for Minimum Army Needs." Report of a joint committee sponsored by the Civilian Pre-Induction Training Branch of the A. S. F. and by the U. S. Office of Education. THE MATHEMATICS TEACHER, XXXVI (October, 1943), 243–282.

Consider as a case in point the common practice of giving children rules instead of *developing* them; for example, of telling children where to write quotient figures in division, instead of helping them to see that their positions are predetermined by the principles of place value; or, of telling children to invert and multiply (a short cut) when they divide by a fraction, instead of developing, first, a rational explanation through the use of the common denominator.

Consider also how relatively empty of meaning are children's concepts of common and decimal fractions when in grades 5 and 6 they come to use them in abstract computation and in problem solving. There is small wonder that such children make absurd mistakes and still are utterly complacent about them. Nothing else should be expected. Not possessing the basic understandings, they can do little more than to acquire skills in a mechanical fashion. And when skills are acquired unintelligently, they can be used only unintelligently.

And, last of all, consider what is too frequently done in teaching the process of measurement and the units used in measuring. Traditionally children have been required to master various tables. This they have done with varying degrees of success, the more capable of them being able to recite the tables confidently and accurately. Yet, their learning may be exceedingly superficial, for they may have only the haziest ideas of the units involved (e.g., the length represented by a yard or the distance represented by a mile). And their learning may be without value, save in enabling them to make the abstract computations of classroom problems. Faced by practical situations, they may not be able to employ in an intelligent manner the units whose names they have memorized. Here, as elsewhere in arithmetic and in other subject matter areas, it is a mistake to accept glib verbalism as evidence of sound learning.

(a) Meanings do not just happen. Nor can they be imparted directly from teacher to pupils, as by having them memorize the language patterns in which meanings are couched. Instead, meanings grow out of experience, as that experience is analyzed and progressively re-organized in the thinking of the learner. In a word, each child creates his own meanings, accordingly teacher activities are perforce restricted to those of guidance. It is the function of the teacher to provide an abundance of relevant experiences and to assist the child to isolate the critical elements and to build them into the desired understandings.

(b) Meanings are not all-or-none affairs: they are relative matters. It is incorrect to say that a child either does or does not have an understanding. He may understand something well enough for one purpose but not well enough for another. The problem therefore is to help him extend and enrich his understandings to the needed limits.

(c) Experiences to develop meanings need to be arranged and ordered as carefully as are the experiences by which we develop computational skills. The first encounters with meanings should ordinarily occur in concrete situations of large personal significance to the learner. At first, and for some time, children should actually use the ruler to determine the length of objects and should find volumes by using cups and quart measures. In these activities their attention should be repeatedly called to the units which they are using, the purpose being to have them acquire an understanding of these units. Next they can be led to estimate lengths and capacities, the estimates being checked by actual measurement. When they can estimate with reasonable accuracy, it is time enough to have them move on to the next level of abstractness and to learn the relationships among inches, feet, and yards, and among cups, quarts, and gallons, as these are summarized in the corresponding tables. As a matter of fact, having themselves (under guidance) discovered these relationships in connection with real measuring experiences, they may already have formulated the relationships and need only to complete their learning by organizing them into the standard tables.

What has been said about the development of meanings relating to measurement and units of measure is not limited, of course, to these ideas. It holds equally well for all the meanings commonly taught in arithmetic, or in any phase of mathematics, for that matter. It holds not only for mathematical meanings, but also for the social meanings of mathematics. In the latter connection it is imperative that teachers know how and when arithmetical skills and concepts are used, or may profitably be used, in the lives of children and of adults alike. In the absence of such knowledge it is improbable that children will have real experiences in employing the arithmetic they learn or that they will come to a rich appreciation of the significance of arithmetic in our culture.

Thesis 5. *We must abandon the idea that arithmetic can be taught incidentally or informally.*

It has been a popular notion in the last fifteen or twenty years that arithmetic can be satisfactorily taught in terms of pupils' "interests and needs" which result spontaneously from casual happenings or which are intentionally stimulated through planned units of work. The limitations of this instructional program have been pointed out many times.

(a) It is unlikely that children left to themselves will have enough number experiences or an adequate variety of experiences to develop a feeling of need for any but the simplest of arithmetical ideas and skills (e.g., counting). (b) Few teachers are sufficiently sensitive to the quantitative aspects of events to recognize them and to call attention to their presence in ordinary situations or to arrange for their presence in activity units. (c) When an effort is made to infuse arithmetic into activity units, not all children profit equally. Usually the more capable children "run away" with the project, and the less capable gain little if anything. (d) Number ideas and skills are not *learned* as such when they occur only as parts of larger experiences. True, these larger experiences may arouse a feeling of need for a new idea or skill, and so motivate learning; true, also, they may provide excellent opportunities to apply ideas and skills that have been already acquired. But they cannot produce or guarantee the learning. One learns little about the chemical nature of sea water by being immersed in it, or about the mechanical principles of a machine by operating it. (e) Mathematics, including arithmetic, has an inherent organization. This organization must be respected in learning. Teaching, to be effective, must be orderly and systematic; hence, arithmetic cannot be taught informally and incidentally.

Thesis 6. *We must realize that readiness for learning arithmetical ideas and skills is primarily the product of relevant experience, not the effect of merely becoming older.*

Of late, the so-called stepped-up curriculum has been rather generally accepted. Systematic instruction in arithmetic is deferred to Grade 3; the multiplication and division combinations are postponed a year or two, until Grade 4 or 5 or 6; the last computations with common fractions appear in Grade 6 or 7, instead of in Grade 5, and so on. The assumption is that children, by reason of their greater "maturity" in later grades, will easily learn ideas and skills which present undue difficulty when taught in the traditional grades.

(a) There is no magic in birthdays. So far as learning the school subjects is concerned, increase in age makes for readiness only (or at least predominantly) to the extent that extra time gives opportunity for relevant experience. Postponement of arithmetical topics can by itself be only a questionable device for removing learning difficulties. (b) The earlier years are wasted. Children are deprived of ideas and skills which could give them surer control over their environment and their activities. (c) Not only this, but unless we are prepared to shift much of the traditional arithmetic of Grades 7 and 8 into the high school, there must inevitably be a jamming of content in Grades 3, 4, 5, and 6, with consequent superficiality in learning. (d) When children are adequately prepared (i.e., when they have been provided with relevant experiences), the traditional placement *for mastery* is not far from wrong. Admittedly, the more troublesome phases of topics may well be postponed; but a movement of the easier phases to earlier grades may be justified equally as well. In any case, the fundamental requirement is that children's number experiences be ordered so as best to assure progression in sound learning. (e) The research on readiness which is supposed to establish the need for postponement is exceedingly shaky, and does not warrant the conclusions which have been drawn. Certainly it does not justify the notion that the teacher's function is one of custodial care while waiting for the day of readiness to make learning possible. This idea is naïve in its psychological basis, and impracticable in operation.

Thesis 7. *We must learn to administer drill (repetitive practice) much more wisely*

The pendulum swings from one extreme of excessive drill to the other extreme of no drill. It is possible to expect from drill both too much and too little. Drill—having children do essentially the same thing over and over again—cannot develop understanding. For this purpose varied experiences are called for. But once the desired degree of meaning has been generated, repetitive practice reduces the meaning to an easily managed thought pattern, it gives the learner confidence in what he does, and it protects the meaning against forgetting. In the case of skills it makes for efficiency of performance and leaves a basis for the building of later mastery. It may do even more than this. It may help to forestall the feelings of insecurity, frustration, and fear which too many children now experience in the arithmetic of the upper grades because of their lack of confident mastery.

From all this it follows that drill is to be prescribed, not in this or that grade, but at the critical time with respect to each separate idea and skill. This critical time comes in the last stage of learning, when earlier steps have been completed and when mastery is the goal.

Thesis 8. *We must evaluate learning in arithmetic more comprehensively than is common practice.*

Evaluation, like teaching, starts with a consideration of the outcomes, *all* the outcomes, which are to be achieved. In arithmetic these outcomes include more than skill in abstract computation and in problem solving. They include mathematical understandings, mathematical judgments. the ability to estimate and approximate, habits of use, and the like. If these outcomes are important for teaching, they are equally important from the standpoint of evaluation. And no program of evaluation which disregards these outcomes is adequately comprehensive.

Recognizing these facts, we shall use paper-and-pencil tests for what they are worth; but we must supplement these tests with other procedures, such as those of the interview, observation, the examination of work products, and the like. The spontaneous use of arithmetical ideas and skills in the ordinary happenings of the classroom and in planned activity units is, for example, the best kind of evidence that children are realizing the social aim of arithmetic.

II. THE MATHEMATICS OF GRADES SEVEN AND EIGHT

The theses which follow apply in essence to *all* seventh-grade and eighth-grade pupils of normal intelligence, irrespective of the type of school in which they are enrolled. The mathematical program of grades 7 and 8 should not be viewed as a problem by itself, but as an integral part of the total program as suggested in this Report.

Thesis 9. *The mathematical program of grades 7 and 8 should be essentially the same for all normal pupils.*

This is not the place to begin differentiated courses. As was pointed out in the opening section of this Report, "we need to make certain that the essentials for functional competence are achieved by all who can learn them, in order that the proper guidance of the pupil may not be an impossible task." The seventh and eighth grades are crucial years in the attainment of that objective. Departure from these essentials will not only jeopardize the attainment of functional competence, but also result in large-scale retardation that is so difficult to correct later.

Regardless of the type of school or the community, the mathematical program of these grades should be designed to do three things:

(a) *Provide an adequate, organic continuation of the work of grades 1–6.*

The seventh-grade teacher must, of course, begin the year's work with pupils "as they are." However, disabilities in arithmetic should not be regarded as an inevitable and permanent feature of the elementary school. On the contrary, the Commission wishes to assert that a fatalistic attitude toward this vexing issue is unwarranted, and that wherever large-scale weaknesses in arithmetic are observed, they should be corrected at the source, namely, in the elementary grades. On the basis of completely trustworthy evidence the claim is warranted that, under competent instruction, American children can and do acquire a satisfactory foundation in arithmetic in the elementary grades, and that the average child, when properly taught, enjoys arithmetic.

Disabilities in arithmetic should be located at the earliest possible moment with the aid of reliable inventory or diagnostic tests. An adequate remedial and maintenance program should be regarded as an integral part of the curriculum. Experience shows that shortages in arithmetic, if not promptly corrected, prevent or retard the pupil's progress in mathematics. In all the basic techniques of arithmetic the goal should be mastery. To attain this goal, extensive re-teaching is necessary in all cases of marked disability. Mere repetitive drill, devoid of real understanding, only aggravates the situation. A remedial program or a refresher course which is not anchored on insight, cannot be expected to produce lasting results. The secret of success in arithmetic is meaningful learning, combined with intelligent practice and functional application.

(b) *Provide a substantial beginning in achieving functional competence.*

It is the clear responsibility of mathematics to provide training that will make the pupil intelligent and efficient in dealing with the problems that he may meet in other school subjects, in the home and in his everyday reading and conversation. Therefore, as has been suggested earlier, many of the items in the Check List should be an important part of the program.

(c) *Provide a dependable foundation for subsequent courses in mathematics.*

Obviously, the mathematical program at any stage should not be determined exclusively by considerations of immediate needs and interests or of direct experience, but should also have regard for possible future needs.

Thesis 10. *The mathematics for grades 7 and 8 should be planned as a unified program and should be built around a few broad categories.*

Before it is possible to consider the grade placement of specific topics, it is necessary to develop a comprehensive plan for these two years. The program should be organized[10] around: (1) number and computation; (2) the geometry of everyday life; (3) graphic representation; (4) an introduction to the essentials of elementary algebra (formula and equation).

It should be pointed out that these four categories are essential not merely for subsequent courses in mathematics, but also for the demands of modern industry, technology, and business, as well as for national defense.

Thesis 11. *The mathematics program of grades 7 and 8 should be so organized as to enable the pupils to achieve mathematical maturity and power.*

The teachers should constantly develop a genuine understanding and appreciation of the fundamental concepts, principles, and modes of thinking, and to develop real proficiency in using the basic techniques of mathematics.

The shortages in the mathematical training of young men entering the armed forces have in some quarters been attributed merely to "forgetting." However, there is convincing evidence that lack of understanding of the key concepts and principles, and of mathematical modes of thinking, is primarily to blame for widespread mathematical incompetence. The remedy is obvious. As Professor Dewey pointed out long ago, skills cannot be used effectively unless intelligence has played a part in their acquisition. Mechanical drill is not a substitute for understanding.

At all stages of mathematical instruction, the first concern of the teacher should be that of developing a real understanding of key concepts and principles. The pupil should know the underlying reasons for all the processes he is taught. In building for power the classroom work should involve more than mere theory. It calls for constant and insistent attention to significant applications. This is necessary for the sake both of effective motivation and of effective transfer. The range of possible and desirable mathematical applications is growing from year to year. As science and technology become increasingly important in the modern world, the functional uses of mathematics, likewise, become correspondingly urgent. In fact, throughout the recorded period of human history, mathematics has been a mirror of civilization. It seems destined to continue in that role.

III. MATHEMATICS IN GRADE NINE

Thesis 12. *The large*[11] *high school should provide in grade 9 a double track in mathematics, algebra for some and general mathematics for the rest.*

In the large high schools, the teacher of mathematics is confronted with a difficult problem, but, fortunately, it is one that can be solved. The range as regards both native ability and acquired competence of pupils is very great. For example, one commonly finds in the same class a few pupils with an I.Q. as low as 75 and several that have an I.Q. higher than 140. Many have not mastered the essentials whereas perhaps a fourth of the class are fully ready to undertake successfully the study of first-year algebra.

Far too often a school resorts to one or more of the following unsatisfactory solutions. (1) Only general mathematics is offered. This policy delays the beginning of the study of algebra for those who plan to take the long road to leadership in science and mathematics. (2) Only algebra is provided. This program inevitably results in a large number of frustrated pupils who fear and dislike mathematics, with a devastating lowering of standards in all algebra classes. In a survey by *Fortune*,[12] mathematics was the best-liked subject in the high school curriculum, but it also received a high vote as the least-liked subject. (3) Only a diluted algebra is taught. This practice is a shot that misses both targets. Algebra cannot fullfil its main purpose if the teacher resorts to a wide use of popular materials in the futile effort to meet the needs of pupils who should not be taking algebra at their stage of mathematical maturity. (4) Most of the pupils are encouraged to elect commercial arithmetic or consumer mathematics. This plan results in teaching much too early material that might be very worth while if taught several years later. In general, ninth grade pupils do not have the experiences that are needed for dealing with the mathematics of consumer problems in respectable fashion. It is difficult to motivate the arithmetic that may be needed on an unknown job that is still several years in the future. (5) The slowly maturing pupil is discouraged from taking any mathematics. This practice, as the experience of the schools of the armed forces has convincingly demonstrated, is an oversimplification of the problem. Too often this type of pupil leaves school with little control over the essentials needed later on a semitechnical job. (6) Many schools give drill work in arithmetic computation without stopping to teach the meaning of the processes used, without diagnosis, and even without motivation. This is merely giving a larger dose of a medicine that hasn't helped the pupil in earlier grades.

---

[10] See, for example, The Report of the Joint Commission on "The Place of Mathematics in Secondary Education," The Fifteenth Yearbook of the National Council of Teachers of Mathematics, 1940, pp. 62 ff. The Bureau of Publications, Teachers College, 525 W. 120th St., New York, N. Y. Price, $1.75 postpaid.

[11] By a large high school the Commission means a school with more than 200 pupils. The special problem of the small high school is discussed in a separate section.

The situation in the ninth grade of the large high school clearly requires a double track in mathematics—algebra only for those whose ability and future outlook indicate to their advisers that they should take it and a good course in general mathematics for the rest. General mathematics for the ninth grade is here defined as a course that includes and emphasizes the elements of functional competence as outlined in the Check List on pages 197–198 of this report. It has been suggested earlier that the task of insuring functional competence cannot be completed for all pupils in the first eight grades. For many, this task must be continued at least through grade 9. The main purpose then of a general mathematics course in the ninth grade is to provide such experiences as will insure growth in understanding of the basic concepts and improvement in the necessary skills.

We come now to the phase of our problem that is difficult for many teachers of mathematics—the administration of general mathematics in a way that will make it respectable and desirable. Here the attitude of the teacher is the determining factor and far too often the teacher is, by training, disposed to propagandize unduly for algebra. As a matter of fact, algebra needs no propaganda—it will always be respected and it will always have great value for the person who should elect it. When, however, a teacher implies that the penalty for failure in algebra is transfer to general mathematics, an unwarranted halo of prestige is given to algebra that implies stigma and disrespect for general mathematics which should not be so if the general mathematics is properly organized and taught.

It should be made clear to pupils that the two parallel courses of the ninth grade are both tremendously worth while, but that they do have very different goals and experiences for pupils with different interests and needs. General mathematics is a more flexible course than algebra; it can more easily be adapted to different backgrounds and levels of ability. The material can and should be offered in such a way as to challenge the pupil to his best effort. Pupils should be told that general mathematics is *organized* differently, that it offers a greater *variety* of topics and that it is related *more directly* with immediate application. They may well be told that good work in general mathematics demands as much time and exertion as algebra. It is a fatal error to imply that in general mathematics anything will do. Shop teachers of the right kind certainly expect accuracy in computation and measurement beyond anything required in the ordinary academic class. General mathematics may seem an easier course than algebra, but that fact alone will not stigmatize the course in the opinion of its pupils.

---

[12] *Fortune*, November and December issues, 1942. Free reprints of this material may be secured by writing to the General Manager, *Fortune* Magazine, Time and Life Building, Rockefeller Center, New York, N. Y. See also THE MATHEMATICS TEACHER, February 1943. Page 83.

Classification should not be based on ability alone. In a strong mathematics department some of the best pupils in the ninth grade will be studying general mathematics. Differentiation to avoid trouble for either group should, as has been suggested, be based primarily on a difference of goals. A good argument for general mathematics is that a mastery of the essentials, as outlined in the Check List, will remove the feeling of insecurity from many ninth grade pupils who have never had the satisfaction of achievement. The best criterion, obviously, for selecting a pupil for the algebra class is the desire and the ability to do work of a high order of excellence. Therefore, unsatisfactory work in algebra should be tolerated for only a brief trial period—a semester would seem to be much too long. It should be noted that in guiding the pupil into the appropriate course, measures of reading, intelligence, and computation are also very helpful. Teachers should scrutinize critically all materials used in the guidance of pupils to make certain that they do not include statements that prejudice pupils against the general mathematics courses.

One or more general mathematics sections and at least one algebra section should be scheduled at the same hour in order to facilitate the transfer of pupils. The pupil who, at the end of a year of general mathematics, wishes to study algebra, may, if he has provided convincing evidence of adequate ability, be encouraged to elect the second semester of first-year algebra. Finally, it should be noted that the real hazard to general mathematics is the undesirable label unconsciously in the minds of many traditionally trained mathematics teachers. In schools where teachers of mathematics recognize the very great importance of general mathematics in the total offering, it readily becomes a popular course for many pupils. The road to algebra should be open to the pupil who matures slowly in mathematics, and general mathematics will be more highly regarded by pupils if it is made clear that it contributes to the successful pursuit of many things. The goal of a strong mathematics department should be to have every pupil in the appropriate course with no dissatisfied customer in any class.

Thesis 13. *In most schools first-year algebra should be evaluated in terms of good practice.*

Let no one assume that all is well with first-year algebra. There is a wide gap between first-year algebra as it is commonly taught and what good teachers everywhere have long demonstrated. The situation described in the following quotation[13] may still be found in many schools although it was written twenty-five years ago:

> The situation that needs to be met may best be illustrated by the case of algebra. Our elementary algebra is, in theory and symbolism, substantially what it was in the seventeenth century. The present standards of drill work, largely on non-essentials, were set up about fifty years ago. A considerable number of teachers, both in the secondary schools and the colleges, believe that the amount of time spent by pupils on abstract work in difficult problems in division, factoring, fractions, simultaneous equations, radicals, etc., is excessive; that such work leads to nothing important in the science, and adds but little to facility in the manipulation of algebraic forms.

---

[13] Quoted from a memorandum addressed to the General Education Board by a committee representing the Mathematical Association of America. This memorandum secured generous funds for the support of the National Committee on Mathematical Requirements. It is, therefore, of special interest to the student of mathematical education.

However, let us turn to the brighter side of the picture and see what is happening in the classrooms of competent teachers of first-year algebra in some parts of the country. It is likely that there are few, if any, high-school subjects that have been improved as much during the last quarter of a century as has first-year algebra.

The list of desirable trends is a long and impressive one. Today good teachers of algebra (1) reduce the manipulation of symbolism (nests of parentheses, four-story fractions, involved cases of factoring, difficult cases of simultaneous equations, etc.); (2) introduce a unit of from four to six weeks' duration on the trigonometry of the right triangle; (3) emphasize the notion of dependence or function; (4) teach with great care the meaning of a formula; (5) apply graphic techniques widely; (6) use the newer testing procedures for instructional purposes; (7) introduce symbolism gradually and through a variety of geometric and other illustrations; (8) discard the definitional approach and manage materials so that definitions as well as principles, processes and concepts stem from numerous and simple mathematical experiences; (9) make better provision for individual differences by providing problems of graded difficulty; (10) use a more sensible program of "drill" based on the fact that a pupil learns more quickly and remembers longer the things that he understands fully; (11) use a few simple, interesting, and practical applications to motivate each new principle and topic; (12) strive to improve the problem material by selecting functional applications (aviation, the school shop, general science, etc.); (13) make sagacious use of the bulletin board and other visual aids to enrich the subject; (14) utilize whenever possible laboratory or investigational techniques and seek to give the mathematics classroom the furniture, equipment, and atmosphere of a workroom; (15) know that reading ability fixes a low ceiling as to what can be achieved in problem solving in the case of many pupils; (16) recognize that it is far better to teach a few concepts well than to teach many concepts superficially; and (17) do what they can to restrict first-year algebra to those pupils who should study it and provide a course with sufficient rigor and continuity for subsequent courses.

IV. MATHEMATICS IN GRADES TEN TO TWELVE

The traditional sequential courses include the elements of algebra, plane geometry, solid geometry, and trigonometry. In some schools they may also include the elements of statistics, analytic geometry, and the calculus. While an attempt is often made to correlate these various subjects, in general, they are taught separately. The very fact that the sequential courses are the oldest mathematics courses in the high school makes it difficult to change them. However, there is great opportunity for improvement. Again we might do well to follow the example of the industrialists and go forward with improved materials and more efficient methods.

Thesis 14. *The sequential courses should be reserved for those pupils who, having the requisite ability, desire or need such work.*

All the pupils in the high school need training in quantitative thinking, but it would be a mistake for this reason to require all of them to take the sequential courses in mathematics.

Pupils of ability should be informed that the sequential program in mathematics is a definite prerequisite for many lines of work.

The need for careful training in mathematics for those planning careers in the physical sciences, engineering, architecture, and similar fields is universally recognized. In order to give adequate preparation for these technical fields, the sequential courses must give attention to many phases of mathematics that are more detailed and abstract than is necessary or desirable for most pupils. If the sequential courses are to fulfill the purpose for which they are intended, they cannot be emasculated to fit the needs of those of low ability and weak purpose.

Thesis 15. *Teachers of the traditional sequential courses must emphasize functional competence in mathematics.*

It has been assumed that pupils studying algebra, geometry, and the higher branches of mathematics of the high school not only retain their skills in arithmetic and other important topics of the junior high school but gain further understanding of these topics. This is not always the case. The war has taught us that success in the traditional sequential courses does not guarantee mastery of all the items in the Check List. For this reason the study of the fundamentals of arithmetic and of other phases of elementary mathematics taught in grades 7 and 8 must be continued in the senior school.

Most of these topics can be fitted into the regular sequential work and become an integral part of it. For example, instead of being content with the understanding of principles in algebra and geometry and applications of these principles in numerical exercises with small whole numbers as is often done, good practice in arithmetic can be obtained by using larger numbers, fractions, mixed numbers, and decimals.

It follows that provision should be made for periodical checks on pupils' understanding of these topics. Topics not clearly understood should be retaught and adequate practice provided for those students who need it.

Thesis 16. *The main objective of the sequential courses should be to develop mathematical power.*

Drill on the manipulation of mathematical symbols not accompanied by clear understanding of the underlying concepts and principles is of little value. When such drill is discontinued, the ability is soon lost. Power is attained when the learner understands the relationships involved well enough to apply them in new and varied situations.

Thesis 17. *The work of each year should be organized into a few large units built around key concepts and fundamental principles.*

In a sequential course the major emphasis should be on concepts and principles. It has long been urged that some of the more complex manipulations in algebra be treated lightly or omitted altogether, provided the basic ideas are mastered. For future work in mathematics and the sciences, the basic ideas are more important than complex details. The pupil who knows the fundamental meanings and has complete mastery over the simpler manipulations in connection with the basic ideas can gain the complex details when and if necessary. For example, in a first course in algebra, one of the large units may well be "algebra as generalized arithmetic." The unit devised on this idea would point two ways, backward to arithmetic already learned, and forward to more advanced algebra. It would carry with it the symbolism of algebra, would bring together and clarify many of the relationships of arithmetic, and give meaning to a host of isolated topics usually considered as merely formal algebra.

Then too, we should not continue to give so much time to continuous logical development in geometry. Once a pupil has learned what it means to prove a statement deductively, it is not necessary to devote an entire year to deductive proof. Of course, we should continue proofs throughout the year, and in subsequent years, just as we should continue arithmetic. Meanings and skills are not established once for all. Some of the theorems can be postulated after careful laboratory work, while others can be discussed informally.

In solid geometry proofs might be restricted to those theorems which deal with lines and planes in space, and with the geometry of the sphere. The metric properties of solids, including the sphere, may well be developed informally.

A common complaint of teachers is that there are so many topics to teach in any one year that they cannot "finish the book." If we teach in terms of the mastery of key concepts and fundamental ideas, the pages not covered will not matter so much.

While there is considerable continuity in the sequential courses, there is not as much as has been generally believed. As taught, the various topics in algebra and geometry seem, to the pupil at least, to be quite unrelated. The continuity can be seen better in terms of large ideas rather than in terms of details.

Planning a year's work in terms of large units built around key concepts and fundamental principles will also help to solve the problems of integration of the various subjects. It is obvious that natural interrelations between algebra, geometry, and trigonometry should be emphasized.

Thesis 18. *Simple and sensible applications to many fields must appear much more frequently in the sequential courses than they have in the past.*

Applications of mathematics to problems of industry, physical science, aviation and business should be used for purposes of motivation, illustration, and transfer. Mathematics teachers must become sufficiently familiar with these fields so that they can choose the applications wisely. But mathematics cannot be taught solely through its applications. A few simple applications at every advanced step should be used for motivation and as a means of increasing the possibility of transfer. They cannot be an end in themselves.

Thesis 19. *New and better courses should be provided in the high schools for a large fraction of the school's population whose mathematical needs are not well met in the traditional sequential courses.*

As everyone knows, there are pupils—very large groups—who do not elect the sequential courses, and many of whom are maladjusted in case they do. Such pupils as these will never be satisfied with a purely academic program. Many of them have the ability to render valuable services with a bit of mathematical training as is evidenced by the several hundred thousand boys who held important semi-technical jobs in the military activities as a result of mathematics they studied *after* they left the regular schools. The military training program took these boys and taught them a simple technical science and the related mathematics. We must give more attention to the needs of industry, which the traditional mathematics teacher has neglected far too long. We must provide a more realistic curriculum for the large number of persons who will continue to be absorbed fairly early in life by industry, trade, farm, and business. Then, too, we must provide a course that will give them greater mathematical security in practical affairs, such as budgets, insurance, taxation, and the like.

Since there are in our high schools these large groups of pupils whose needs cannot possibly be met by traditional mathematics courses, the sensible thing to do is to provide good courses with very different goals and experiences for groups with different needs. Furthermore, as has been suggested earlier, we must somehow do this in a manner that does not offend any group.

What kind of courses are suggested by these varied needs? It is obvious that a year or even two years of mathematics paralleling the sequential courses, in grades 10 and 11, will serve a useful purpose for a very large part of the total school population. The content of this mathematics would clearly embrace substantial materials from at least several of the following areas: mathematics as related to trades and shop work; commerce and business; industry; agriculture. It is also clear that every pupil is potentially both citizen and consumer; hence all pupils should be given some understanding of the persistent prob-

ns that confront most of our families;
z., social security, taxation, insurance
ainst the numerous hazards of life, and
ays and means of stretching the dollar in
der to buy the maximum of material
mforts and values with a given income.
To be sure, this does not preclude the
ssibility that certain schools in certain
eas will deem it advisable to treat these
parate areas more extensively and spe-
fically through specialized courses.

In the early months of the war, a re-
esher course in mathematics was popular
nong seniors in the high schools. Even
ough the term "refresher" may disap-
ear, there will probably always be pupils
the late years of the senior high school
ho have a feeling of insecurity with re-
ect to mathematics. It would seem that
ere is a place, at least in the large high
hool, for a course that reteaches the es-
ntials of mathematics with new and
esh materials consisting of practical ap-
lications that are simple and interesting.

Then too there will probably always be
me pupils who arrive at the eleventh or
welfth grades without having taken any
athematics beyond the eighth grade.
hese pupils may wish to rectify a mis-
ake, and so will want a course that will
ake them as competent as possible in a
latively short period of time. The Com-
ission believes that, so long as this need
xists, the larger schools, at least, should
ontinue to provide a course for pupils in
he eleventh and twelfth grades with a
ontent for the most part as outlined in a
eport entitled *Preinduction Courses in*
Iathematics.[14]

There is here no implication that the
raditional sequential courses will be less
mportant in the future than they have
een in the past. Since the turn of the cen-
ury the high school has been facing a dou-
le responsibility. It must train for leader-
hip, and it must provide a broad educa-
ion in terms of effective citizenship, in the
ome, the community, the state and the
world. It is not a question as to whether special attention shall be given to either group; *both jobs must be done*. However, it is the main thesis of the Commission that there are at present large neglected groups of pupils whose needs cannot possibly be met in traditional courses, and for whom new and better courses should now be provided.

Thesis 20. *The small high school can and should provide a better program in mathematics.*

Many persons do not realize that more than two-thirds of all high schools are small, with certainly fewer than 200 students and probably fewer than 8 teachers. Such small high schools enroll in all more than a million pupils. Professional literature dealing with the mathematics of the small high school is meager. For example, the important committee reports on mathematical education devote very little space to this problem. In amazing fashion a considerable fraction of the population of our high schools has been overlooked altogether in formulating programs for the improvement of mathematics.

The mathematical offering of the small school is necessarily limited by the following conditions: (1) the rate of turnover of teachers is high; in a given year, most, indeed all, of the teachers may be new to their positions; (2) the teachers have little experience; in a three-teacher school, all may be beginners; (3) the member of the staff teaching mathematics may have had little or no training in the field; (4) the cost of instruction per pupil is high; (5) the library and the storage space within the classrooms for supplementary materials are inadequate; (6) there is seldom a classroom devoted exclusively to the teaching of mathematics, and (7) the teacher of mathematics may have to teach in two or more other fields.

As a result, the curriculum in mathematics is meager and remote from the pupils' needs. Thus, a small high school with five or six pupils in a class may offer only two years of mathematics. These two years may be organized according to any one of many patterns that are in most cases unrealistic when evaluated in terms of the pupils' mathematical needs. For example, a school may offer a year of formal algebra and a year of demonstrative geometry. Presumably the aim in this case is to prepare all pupils for college even though the school may have sent relatively few of its graduates to college in its entire history. At the other extreme a school may offer only one year of commercial arithmetic and a year of agricultural mathematics with little emphasis on basic concepts and fundamental principles. Then too, many schools offer only a year of general mathematics and a year of commercial arithmetic. In such schools the occasional pupil who should be preparing himself for future leadership in science and mathematics, graduates with far less of the sequential mathematics than he should have.

---

[14] See THE MATHEMATICS TEACHER for
Iarch 1943.

What constructive suggestions can be made for the improvement of mathematics for the small school? Let us assume that we are dealing with a school that has only six pupils in each grade from 9 to 12 inclusive. Let us further assume that we can use only as much of one teacher's time as is represented by one-third of the school day (two periods of an hour each). For this small school the Commission makes the following suggestions.

(a) *Offer two courses simultaneously within the same class period.* Instead of general mathematics or algebra, one or the other, it is proposed that both be taught. The teacher of the one-room rural school has always taught from six to eight groups simultaneously; it seems reasonable that a high school teacher can teach two. In fact, an experiment in Indiana has demonstrated the feasibility of such a procedure. In our hypothetical school, one, or perhaps two, of the six ninth-grade pupils might, under proper guidance, elect algebra and the remainder study general mathematics. A generous fraction of each hour period should be a work-period with an up-to-date textbook. The algebra pupi might not need more than thirty minut per week for the checking and guidance their work. There are instances on recoi where pupils have done a year's work in a gebra to prepare themselves for rigoro college entrance examinations withou utilizing more than a dozen hours of teacher's or tutor's time. The notion that pupil must recite for five hours a week outmoded.

Our hypothetical school might, in tl tenth year, offer both geometry and course in consumer mathematics to whic pupils in the tenth, eleventh, and twelft grades might be admitted. Thus the matl ematics offering of a small high scho might well be broadened and made moi flexible. If a school can afford instructio in mathematics for three or four periods the school day, its offerings can, by th plan, be as wide as is now commonly foun in much larger high schools.

(b) *Provide correspondence courses in tl small high schools.* The small school can e tend its mathematics offering by encourag ing interested and capable pupils to elec correspondence courses. A great variety correspondence courses are now provide by commercial organizations. Moreover, seems reasonable to assume that the man correspondence courses now available t the men and women of the armed service may be made available also to public edu cation in the postwar period. It is gratify ing to note that at least one state (Wiscor sin) has authorized school boards to bu correspondence courses, and in other state there seem to be no legal obstacles in th way of a school board that desires to pa for correspondence courses. The Wisconsi law reads as follows:

> The board of any school district which o erates a high school may contract with the un versity extension division of the University Wisconsin for extension courses for pupils er rolled in such high schools. The cost of such co tract shall be paid out of school district fund and shall be included in the cost of operation an maintenance of the high school districts whic enter into such contract for the purpose of con puting tuition costs.

During the war, over a million men have ken correspondence courses under condi- ons that were often very difficult. It ould seem that pupils in the small high hool would have a much better chance to cceed in correspondence courses than en in the armed forces for the reason that e local mathematics teacher might serv- e such work in the courses that he hap- ens to be teaching. Under this plan a pu- il who wishes to study first year algebra ight attend the class in general mathe- atics or in geometry, and take a corre- pondence course in algebra under the gen- ral supervision of the teacher. Since the eacher of our hypothetical school has only few regular students, the implementation f a correspondence course for one or two upils would obviously not be an impossi- le task.

(c) *Increase the number of courses by ycling.* Our hypothetical school might well ffer algebra and general mathematics one year, geometry and general mathematics the next year, and general mathematics and another course consisting of a third semester of algebra and a semester of trigonometry in the following year. Under adequate guidance and by careful planning early in his high school career a pupil can thus get at least two years of general mathematics or even three years of sequential mathematics by the time he graduates from high school. It is assumed that some schools might wish to substitute a course in related mathematics, commercial arithmetic, consumer mathematics, and the like, for any one of the courses used in the preceding illustrations. However, in cycling, careful planning and adequate guidance are necessary in order to avoid a situation in which a prerequisite course has been offered in the wrong year for a group of students.

From the foregoing, it becomes obvious that the offerings of the small high school do not need to be as limited as they so often are. Incidentally, by this plan classes will be approximately doubled in enrollment with the cost of mathematical instruction per pupil sharply reduced. Finally, it is suggested that the superintendent and the board of education employ at least one teacher with a respectable minor or major in mathematics in order that the extended offering may be properly taught.

V. MATHEMATICS IN THE JUNIOR COLLEGE

It is now rather generally agreed that one of the main functions of the junior college is to serve as somewhat of a "community institute" providing educational opportunities, which otherwise might be inaccessible, to a large number of educable youth. The curriculum of each junior college, therefore, becomes something of a local enterprise in that it needs to be organized and administered in relation to the pattern of living in its community. This statement does not restrict the curriculum within the narrow limits for living always in that community; rather it calls attention to the perspective needed for a really functional educational program.

From the point of view of interest in mathematics, the student body of the junior college will divide itself into three major groups: *Group I*—those students who desire some knowledge of mathematics merely as a part of their cultural background; *Group II*—those students who need a minimum of certain mathematical prerequisites because of their desire to follow specific vocational interests; *Group III*—those students who have major mathematical needs because they plan a career in some field such as engineering, natural science, or pure mathematics.

Thesis 21. *The junior college should offer at least one year of mathematics which is general in appeal, flexible in purpose, challenging in content, and functional in service.*

In any junior college there is likely to be a group of students who feel that they do not care to take a traditional course in mathematics (Group I). They are not interested in intricate calculations and ex cessive manipulation. Many of them do not have, at least they think they do not have, the special aptitude necessary for understanding such work. It does not follow, however, that these students would elect to by-pass all mathematics courses. Many of them might find interesting challenge in courses containing those mathematical ideas and experiences which are an essential part of a liberal education. A basic general course in mathematics might offer these individuals opportunities for development which the traditional courses in freshman mathematics do not offer.

A course such as the one suggested above could also have definite cultural content. This would be particularly true if the mathematical concepts and techniques developed were presented as an important part of the history of thought, and were interpreted in terms of social usefulness. Such a presentation of materials would enhance the opportunities for richer significance, deeper appreciation, and clearer understanding of all mathematical concepts and techniques. Those students who have an interest in mathematics only as a part of their liberal education would learn from such a course something of the vital significance of mathematics as an integral element of the cultures of the world.

Thesis 22. *The junior college program should provide for a one-year pre-vocational course in mathematics.*

There is a wide range of vocations which require that mathematics in varying amounts be given a significant place in the program of preliminary training, and the number is likely to increase in the post-war period. It, therefore, follows that the students of Group II will very likely be one of the largest and most important groups in any junior college program. The mathematical requirements of many of these vocations will be such that they can be satisfied by a one-year program in basic mathematical concepts and techniques. It is the responsibility of teachers of mathematics to determine this body of basic mathematics and to organize it into a general one-year program which will take care of the pre-professional requirements which this group of students will need to meet. For example, there are many prospective teachers of other school subjects who are not prepared for, and who, therefore, cannot be expected to become interested in conventional courses in college algebra and trigonometry. There is, however, an abundant reservoir of mathematical information of rich cultural value and essential educational significance to all who aspire to teach in our nation's schools. Similarly, there are many students preparing for pharmacy, medicine, business, agriculture, industry, and many other fields of service, who are forced to elect traditional freshman mathematics instead of being challenged by a more functional program of mathematical training.

There is a great need for a basic one-year program in mathematics at the junior college level such as has been outlined by the Joint Commission.[15] Needless to say, in a movement so young as the junior college, considerable experimentation will be necessary to determine the desirable content of such a course. The function of such a course will indeed vary from time to time, and from one community to another.

Thesis 23. *The junior college program should make ample provision for the student with a major interest in mathematics.*

One of the imporant functions of the junior college is that of preparing its students for subsequent work at a more advanced level of instruction. The third group of students, namely, those who have a major interest in mathematics, should be provided with the opportunity for becoming more proficient in fundamental mathematical techniques and for broadening their contacts with basic mathematical concepts and skills. Their horizon of mathematical needs will vary considerably rom the more modest demands of the less echnical phases of biology to the maximum prescriptions of a major in mathematics. The program for this group of students should be characterized by a clear current of challenging mathematical thought and meaningful practice.

---

[15] Report of the Joint Commission, *op. cit.*, p. 159.

A program allowing for such flexibility of mathematical training as is suggested in this report will greatly enhance the opportunities of the junior college for effective educational service. It should be of particular significance in the immediate post-war period, when the varying demands of the returning war veterans will tend to make the planning and administering of educational programs very difficult

VI. THE EDUCATION OF TEACHERS OF MATHEMATICS

A. In Grades 1–8

Most mathematics courses in the elementary school are taught by teachers who have responsibilities with respect to other bodies of subject matter. On this account the proposals to be advanced below are offered with full recognition of the necessity to prepare teachers for duties in addition to those relating to arithmetic (elementary mathematics).

Thesis 24. *All students who are likely to teach mathematics in Grades 1–8 should, as a minimum, demonstrate competence over the whole range of subject matter which may be taught in these grades.*

It is a mistake to assume that teachers need to know only the subject matter which they will teach. In the first place, they should be expected to have more mathematical competence than we should insist upon for the average adult. In the second place, they cannot orient their instruction properly if they do not recognize the potential consequences of their instruction for successful accomplishment on the part of their pupils in later grades. For example, primary-grade teachers may see little sense in teaching the nature of our number system if they do not understand how this knowledge facilitates the meaningful learning of computation in Grades 3 to 6.

Each prospective teacher should be expected to achieve and to demonstrate mathematical competence. Teachers of Grades 1 to 6 should do this on their own responsibility, without course credit for whatever special study they may need to make. Instead, with or without coaching, such students should prepare themselves until they can make a satisfactory score on an acceptable examination. It is suggested that this score might be equivalent to the tenth grade norms in computation and problem solving on some comprehensive and reliable standard test. For teachers of Grades 7 and 8 this criterion is wholly inadequate, for competence needs to be assured over a much wider range of subject matter, to include something beyond the elements of algebra, geometry, and trigonometry which are involved in the courses for Grades 7 and 8.

Thesis 25. *Teachers of mathematics in Grades 1–8 should have special course work relating to subject matter as well as to the teaching process, as detailed below.*

Thesis 24 above merely assures mathematical competence as such competence has traditionally been conceived. An earlier section of this report made clear the shortcomings of this conception, at least as far as arithmetic is concerned. It therefore becomes necessary to outline other aspects of mathematical preparation, now too commonly neglected, which are nevertheless indispensable parts of the equipment for effective teaching. As will be evident, the provision of this professional equipment places heavy responsibilities upon instructors in the college courses which are called for. This is particularly true in the case of courses for teachers in Grades 7 and 8. In such courses the instructors might well be mathematicians who, besides their interest in the improvement of instruction, have rich backgrounds of experience in the social, vocational, and industrial uses of mathematics.

(*a*) *Theory and background of elementary mathematics.*—To live effectively and intelligently in our culture we must of course be able to compute and to solve verbal problems quickly, accurately, and confidently. But we must also be equipped with meanings, generalizations, appreciations of relationships, and the like. In a word, we need to know something of the theory and background of elementary mathematics.

Important as this knowledge is for the average citizen, it is vastly more important for teachers. Lacking it, teachers will scarcely be qualified to help their pupils to acquire it. Hence, at some point in their education, prospective teachers of Grades 1 to 6 need to learn a good deal about the nature of our decimal number system and the story of its development, the evolution of fractional notation, the theory and history of measurement, the functions of the fundamental operations with whole numbers, fractions, and decimals, and the rationale and history of computation. Teachers of Grades 7 and 8 need all this, but they obviously need much more than this. Their course work in algebra, geometry, and trigonometry should be correspondingly extended to include the social and historical background of these more advanced mathematical subjects.

(*b*) *Important applications.*—The foregoing paragraphs are intended to suggest the type of preparation teachers should have in order to realize as fully as possible the mathematical aim of their subject matter. But steps need also to be taken to assure equivalent preparation in order that they may realize the social aim as well. It is possible to know mathematics as a closed system of ideas and skills without being able to apply it.

Teachers of Grades 1–6 who know arithmetic in this narrow way are insensitive to the contribution of arithmetic to social progress and to sound and effective individual adjustment in our present culture. The course in the teaching of arithmetic should remove this deficiency. It can do so if the topics mentioned in the preceding section are treated with respect to their social implications and if students are encouraged to note systematically the applications of mathematical concepts and processes to everyday life. The same generalization applies in the case of teachers in Grades 7 and 8, of course with due recognition of the expanded area of their mathematical subject matter. Beyond the material which they will teach they need backgrounds in the social and economic uses of mathematics. Thus, to be able to teach with confidence and assurance such topics as buying a home, the cost of running an automobile, making provision for the future (savings, insurance, social security, and investments), protection against large losses (fire and liability insurance), the prospective teacher needs course work and real experiences in these economic applications of mathematics.

(*c*) *Supplementary instructional equipment.*—Prospective teachers should have access to new textbook and workbook series, to some of the better courses of study, to standard tests, and to the newer devices and aids for teaching, such as models, films, film strips, slides, and the like. They should have access to a reasonable amount of this equipment; but, more than this, they should have opportunity to examine it critically and to note special advantages and limitations. No single textbook or workbook series, for example, has a monopoly on good systems of organization, on superior methods of meeting individual differences, on ingenious testing devices, and on commendable developmental explanations. And teachers should not expect to find all that is good and all that is important in the series which they happen to teach. Moreover, they should know and understand the value of the many excellent multi-sensory aids which are being made available in increasing numbers. (See Section VII of this report.)

(*d*) *Methods of teaching.*—In courses in the teaching of mathematics, the methods which are most commonly described and xemplified are those which relate to facts nd to mechanical skills. With new emhasis on the mathematical aim of arithmetic, prospective teachers must learn ow to develop meanings, understandings, eneralizations, a sure grasp of relationhips, and the like. And with the new emhasis on the social aim, they must know ow to engender in their pupils sensitivity o the usefulness of number and of measurement in life.

(*e*) *Student teaching.*—Provision should be made for adequate experience in student teaching. In considering this need, see Thesis 32.

(*f*) *Procedures for comprehensive evaluation.*—It was stated above that prospective teachers should know about the better standard tests in mathematics. But, good as they are for some purposes, these instruments are inadequate for comprehensive evaluation. Almost without exception they measure skill in computation and ability in problem solving and these outcomes only. If the other outcomes which are inherent in the mathematical and social aims are to be evaluated at all, they must be evaluated by means other than published tests.

For comprehensive evaluation prospective teachers need, first of all, to have a clear conception of the purposes of mathematics. They need, second, to know and to be able to identify the kinds of behavior which will be exhibited both by their pupils who are achieving these purposes and by those who are not. Third, they must have considerable ingenuity in devising situations for testing, observing, and interviewing, in order to elicit critical types of behavior. And, fourth, they must have confidence in their judgment, however subjective it may be, as a basis for evaluating progress in learning.

(*g*) *Research literature.*—In the end, it will be through competent research that we shall arrive at greatly improved teaching procedures. There are at present more than two thousand published reports of quantitative investigations, some good, some bad, on the teaching of mathematics. Yet, many teachers are unaware of this large body of information, and still fewer make use of it. This condition should be remedied.

Only a few teachers will become producers of research, but all of them can and should become intelligent consumers of research. This latter purpose can be achieved if at some time in their education they can be brought into contact with a few selected research reports. These reports they should study under guidance, with the view to developing habits of critical analysis. When they are possessed of these habits, they can profit immediately from the findings of new studies rather than have to wait, as is now the case, for these findings to work their way slowly into textbooks and courses of study. In this connection the Yearbooks of The National Council of Teachers of Mathematics should be helpful.

B. In Grades 9–12

The *optimum* training of mathematics teachers for grades 9–12 should be based on the functions they should be able to perform and on the objectives they should seek for their pupils. A well-prepared teacher of mathematics should have adequate training so that he can meet all classroom situations with that assurance which can be based only on wide knowledge and rich background. The following theses, based on this optimum training, suggest course work and study in mathematics, education, and related fields over a period of five years.

Thesis 26. *The teacher of mathematics should have a wide background in the subjects he will be called upon to teach.*

It will not be possible to accomplish this program completely with most prospective teachers during their undergraduate training. However, enough training may be given to enable the teacher to get well on the way to complete accomplishment. This thesis means that the teacher's study of mathematics must include courses in college mathematics and not be merely a review of high school mathematics (algebra, plane and solid geometry, and trigonometry).

A teacher cannot teach mathematics with competence unless he knows enough about the subject to understand what elements are important for pupils in their possible life needs or future study. He cannot intelligently aid in reorganizing the high school curriculum in mathematics without an adequate reserve of mathematical knowledge. Without this kind of training he will not see that pupils need basic understandings as well as manipulative skill if they are to develop power in dealing with quantitative situations.

The mathematical background should include work in trigonometry and solid geometry if these have not been studied in high school. It should also include analytic geometry and calculus (elements of these subjects are taught in many high schools) and a course in college geometry beyond the secondary course in synthetic geometry. Also advisable are a course in the theory of equations and a course in spherical trigonometry with applications to global geometry, astronomy, and mapping; so also is a course in the history of mathematics, with emphasis on the historical development of computation and of elementary mathematics.

Some knowledge of the foundations of mathematics is indispensable for a well-trained teacher of mathematics. It is not likely that students will get it outside of class work. It may easily be included in the courses in college algebra and geometry.

At some time in his training the teacher should learn the use of, and the elementary problems of, the transit, sextant, slide rule, other mechanical computers, and related elementary problems. Not to be neglected is the habit of browsing in the college library that gives a knowledge of those recreational topics so useful in conducting mathematics clubs. College mathematics clubs, and the sponsoring of high school clubs during apprentice teaching will help greatly.

Other courses from which selections may be made and which will widen the teacher's background are: elementary statistics and educational measurements, the elements of non-euclidean geometry, projective or descriptive geometry, and the mathematics of finance. Selections should not, however, be made from these courses at the expense of the other training outlined above in this section.

Thesis 27. *The mathematics teacher should have a sound background in related fields.*

Courses in physics, mechanics, astronomy, navigation, economics, business problems, and the like add much to the teacher's ability to draw upon other fields and to understand and use vital applications from these fields in his teaching.

Thesis 28. *The mathematics teacher should have adequate training in the teaching of mathematics, including arithmetic.*

The background developed in previous paragraphs is of little use to the teacher unless he can teach with skill. Therefore he should take courses in the history and philosophy of education, psychology, and the techniques and problems of teaching in general, as well as specific methods in one or more mathematics subjects.

The mathematics teacher should be thoroughly familiar with the methods of teaching arithmetic. The war has shown a need for emphasis on arithmetic by high school teachers. There is a rather widespread belief among high school teachers that a knowledge of higher mathematics carries with it skill in teaching arithmetic. Such is not the case. A teacher cannot adequately remedy earlier defects in arithmetic teaching without a knowledge of how arithmetic should be taught, nor can he, without such knowledge, devise adequate diagnostic tests or conduct remedial work in arithmetic. The need is for specific training in arithmetic for prospective high-school teachers.

As a part of his training in teaching methods he should become acquainted with those multi-sensory aids that are available through commercial sources, motion pictures, film strips, and models. In time he should become adept in devising and making for his own class use simple models, devices, and even film strips, to aid him in teaching.

Thesis 29. *The courses in mathematical subject matter for the prospective mathematics teacher should be professionalized.*

Since the objectives to be sought in training a high school teacher are obviously not the same as the objectives sought in training a research scholar or an engineer, college instructors in mathematics should be closely connected with the teaching of mathematics in secondary schools, should have an intimate knowledge of the problems that teachers in such schools have to meet, and should be able to tie in the college courses with problems in secondary teaching.

Thesis 30. *It is desirable that a mathematics teacher acquire a background of experience in practical fields where mathematics is used.*

He should have opportunity for experience in such fields as the general shop, machine shop, the making and reading of simple blue prints, and surveying. A few colleges and universities are providing courses for prospective teachers of mathematics which include a semester of experience in holding a job in an industry or a business. It would seem feasible and certainly desirable for a teacher of mathematics to devote at least a summer or two in learning a variety of jobs in one of the large manufacturing plants. All such experiences provide illustrations of mathematical uses.

Thesis 31. *The minimum training for mathematics teachers in small high schools should be a college minor in mathematics.*

This report would not be complete without mention of teachers in the smaller high schools who must teach one or more subjects besides mathematics and who may have a major interest in some subject other than mathematics. Under these circumstances the training outlined for mathematics teachers in larger high schools, whose major interest is in mathematics, cannot be expected or obtained. In suggesting a minimum training for such teachers there is always the chance that the minimum may be misinterpreted as a satisfactory standard. This error must not be made. If these teachers continue to teach mathematics, they should plan to take undergraduate or graduate work to bring their background and training up to the standard suggested in these theses.

Since the training outlined in this thesis must be considered as an absolute minimum, the state should insist that, if the teacher is to continue teaching mathematics, he must improve his preparation. This improvement should follow the suggestions made earlier in this section.

Thesis 32. *Provision should be made for the continuous education of teachers in service.*

Prospective teachers for all grades should have extensive opportunities to engage in student teaching under skillful supervision and guidance. To say that one learns to teach by teaching is not to disparage the more formal and academic aspects of teacher education. It is simply to recognize that such instruction gains greatly in meaning and effectiveness when it is translated into the activities of concrete teaching experience. Ideally, student teaching should be started in a campus or laboratory school where good teaching and competent supervision is, in general, rather easily provided. It should be supplemented by experience in situations involving run-of-the-mill pupils, a feeling of full responsibility for the results produced, and at least reasonably good supervision.

A teacher should serve an internship

which will enable him to observe good teaching and, under the guidance of a critic teacher, allow him to practice what he has observed. A training school, no matter how fine, can not provide all the variety of experiences necessary. A student teacher needs an internship under competent supervision in a typical school situation with about half a teaching load and with enough pay so that he can concentrate on becoming a good teacher.

VII. MULTISENSORY AIDS IN MATHEMATICS

Thesis 33. *Mathematics teachers need to give careful consideration to the possibilities of multi-sensory aids.*[16]

The schools of the armed forces have made extensive use of training aids which may be listed as, (1) motion pictures, (2) film strips and slides, (3) graphic charts and pictures, (4) models and other equipment, and (5) recordings. The figures for production and use are fantastic.[17] As of January, 1944, 2200 film-strip subjects had been produced by the Training Film Section of the Navy alone! Figures on the use of other visual aids, charts, graphs, models, recordings, etc., would likewise exceed the imagination.

Training aids are useful in a great variety of testing and learning situations. Training aids are being used in the armed forces in about every type of training and in about every conceivable situation. For example, training aids are used in tests of factual memory, for inspirational purposes, in the development of concepts, in the practice of skills, in orientation to new situations, and especially in teaching the relationships of parts of an operating machine. In fact, the range of applications seems to be limited only by the imagination, the resourcefulness, and the competence of the training personnel.

Since this amazing development o training aids is essentially the product o the thought, research, and effort of professional educators now serving as wartime officers, it is safe to predict tha multi-sensory aids will be widely used in the post-war period provided that th public is willing to furnish large funds fo materials and personnel. It is also obviou that multi-sensory aids are especially useful in teaching science and mathematics

Thesis 34. *The resourceful teacher o mathematics should be given competen guidance in the production, selection, an use of slide films.*

There are good reasons for believin that a teacher of mathematics can make a significant improvement in his work by the wider use of slide films. The slide film or film strip consists of a series of "frames" that may be projected on the ordinary wall of a class room. It has the very great advantage that a single slide or frame may be held on the screen or wall for a period of time that is adequate for carefu study. Fortunately film strips are not too expensive to produce nor too difficult to design by a resourceful teacher. It is conceivable that a teacher with imagination, in a favorable school situation, may be disposed to experiment with slide films. If this should happen, the total number of such teachers in the nation will be more than necessary to provide a complete set of slide films for all curriculum units that can be illuminated by this technique, if properly coordinated. The increased interest in multi-sensory aids is likely to produce a vast number of slide films—some excellent, from which the teacher must make a selection.

The Council is the appropriate organization to sponsor, guide, and coordinate the production of an excellent collection or library of slide films. The Council could promote such a program by (a) providing ie necessary directions for making a slide lm, (b) giving generous recognition and easonable compensation to the person or ersons creating the slide films, (c) utilizig the audience situations at regional and ational meetings for the selection of the est slide films, (d) arranging for the efective distribution of its films by an oranization that would operate on a low ervice charge and turn over a small rofit on each film to the Council, and (e) iving wide publicity to the film strips ponsored by the Council.

---

[16] See *Multi-Sensory Aids in the Teaching of Mathematics.* The 18th Yearbook of The National Council of Teachers of Mathematics. The Bureau of Publications, Teachers College, 525 W. 120th St., New York 27, N. Y. Price, $2.

[17] For a more complete picture of the wide use of training aids, the reader may wish to refer to three articles by Lieutenant Commander Francis W. Noel, U.S.N.R., in the *School Executive,* February, March and April, 1944.

Though the film strip seems at the noment to offer the most promising possiilities for mathematics, it is obviously ot the only one of the newer aids that deerves study and experimentation. The act that the 18th yearbook of the Council leals with the broad topic of multi-ensory aids is evidence of the importance f other aids. Questions and proposals elating to training aids deserve careful tudy by a special committee of the Counil. The Commission, therefore, has recommended to the Board of Directors of the Council, that a standing committee on multi-sensory aids be created to study developments, to keep the council informed and up-to-date, and to make information about the best multi-sensory aids generally available to mathematics teachers.

In conclusion, let it be repeated that the foregoing Report is tentative and provisional. It does not offer final solutions, but submits a set of theses which, it is hoped, will stimulate further deliberation and discussion among the nation's educators, administrators, and teachers of mathematics. It should also be stated that the Report is the result of intensive group conferences and of much correspondence. Such discussions by local groups should resolve differences of opinion as to certain details. Absolute agreement under ordinary circumstances is not to be expected. Nevertheless most of the theses of this report were endorsed unanimously and all others were approved by a substantial majority of the members of the Commission.

Members of the Commission

Raleigh Schorling (Chairman)
The University High School
Ann Arbor, Michigan

William Betz
Specialist in Mathematics in the Schools of Rochester, N. Y.

William A. Brownell
Duke University
Durham, N. C.

Eugenie C. Hausle
Chairman of Standing Committee on Mathematics in New York City
James Monroe High School, Bronx 59, New York

Virgil S. Mallory
Professor of Mathematics
State Teachers College
Montclair, N. J.

Mary Potter
Supervisor of Mathematics
Racine, Wis.

William L. Schaaf
Assistant Professor of Education
Brooklyn College
Brooklyn, N. Y.

Rolland R. Smith
Coordinator of Mathematics
Public Schools
Springfield, Massachusetts

Ruth Sumner, Mrs.
President, Mathematics Section
State Teachers Association
Oakland, Calif.

F. Lynwood Wren
George Peabody College for Teachers, Nashville, Tenn.

James H. Zant
Professor and Acting Head, Department of Mathematics
Oklahoma A and M College
Stillwater, Oklahoma

ANNUAL REPORT
OF THE
MUSIC DEPARTMENT
1944-1945

I. TRENDS AND DEVELOPMENTS

1. Gifts to the Music Department

    a. From Mrs. George Wellwood Murray, Montclair, piano and vocal scores

    b. From Mrs. Mark Andrews, Montclair, The Mark Andews Music Library consisting of over five hundred vocal, choral, piano, violin, orchestra scores and books about music.

    c. Soprano Recorder, purchased by the department from funds made at the College Band Show

    d. Cello purchased by the college for use of the music students

2. The C. O. S. Howe Memorial Organ Scholarships were held by Miss Marie Arena and Miss Jane Wydeman. Each student received a one hour lesson weekly from Mr. Carl F. Mueller throughout the school year.

3. The following school owned instruments were loaned to students for use in the college orchestra, high school orchestra, and music workshop:

Violas	Joan Duclos, Joan Egner
Stringbass	Malvina Cannie, Candida Liano
Flute	Ada Dichter
Oboes	Dorothy Cataldo, Rosalind Solomon
Cornet	Alyce Lewand, Jane Wydeman
Trombone	Belle Rich
French Horn	Elinor Dubner
Tuba	John Pike
Recorders	Ruth Russell, Jane Wydeman
Guitars	Filomena Peloro, Adrienne Nassau Elizabeth Bishoff, Lillian Helstoski
Auto Harp	Alyce Lewand

As a means of developing the musical organizations of the college, these students received regular instructions on these instruments throughout the school year.

4. Voice Instruction. The following music students received, without charge, a half hour private voice lesson weekly from Mr. Edison Harris throughout the spring semester, 1945:

Alyce Lewand
Rosalind Solomon
Thelma Housknecht
Peter Arella

Lillian Helstoski
Audrey Estelle
Edward Hertzel

5. Extra-Curricular Music Activities

A. Faculty Duo Concerts. Victor de Veritch, violin, Edna McEachern, piano; Broadcasts, Station WNYC, New York City, October 8, 23.

B. Faculty Duo concert. Victor de Veritch, violin, Edna McEachern, piano. College High School assembly, November 7.

C. Student String Trio. Alumni Reception, N.J.State Teachers Convention, Hotel Pennsylvania, New York City, November 10.

D. Thanksgiving Dinner Music by Student String Trio. Russ Hall, November 21.

E. College Orchestra Concert, Assembly, Russ Hall, December 5.

F. Christmas Concert by the College Womens' Choir, College Orchestra and String Ensemble, Russ Hall, December 19.

G. Old English Christmas Dinner Program by Music Workshop, Russ Hall, December 21.

H. Sunday Evening Half Hours of organ music b the C.O.S.Howe Memorial Organ Scholarship students, Russ Hall - November 19, December 3, January 14, February 4.

I. Music Program. Alumni Tea, Russ Hall, February 22.

J. Faculty Trio Concert. Victor de Veritch, violin, Margaret Aue, cello, Edna McEachern, piano. Montclair Art Museum, February 25.

K. College Womens Choir Concert, Fifth War Loan Bond Drive, Russ Hall, April 9.

L. Organ Recital. Ruth Russell, Junior Music Major, Russ Hall, April 15.

M. Regional Meeting for High School music teachers. Programs by the College Womens Choir, the College Orchestra, Music Workshop, and Faculty Trio. Russ Hall, A ril 27.

N. Organ Recital. Jane Wydeman and Marie Arena, C.O.S.Howe Memorial Organ Scholarship students. Russ Hall, May6.

O. "Intercultural Relations Through Folk Song" - program given by the Music Workshop. Assembly, Russ Hall, May 8.

P. Faculty Trio Concert, Russ Hall, May 13.

Q. College Orchestra and Music Workshop Program. Assembly, Russ Hall, May 15.

R. Folk Song Program for war veterans, Camp Kilmer, N. J., May 18.

S. Music for Baccalaureate. College Womens Choir, Amphitheatre, May 20.

T. Music for Commencement. College Womens Choir and the College Orchestra, May 24.

6. Listening Room

The soundproof Listening Room in the basement has become a center of the extra-class musical life of the college. This room, equipped with record player and piano, is in constant use by students for listening to music and for rehearsals of various types of vocal and instrumental ensembles.

7. Metropolitan Opera Tickets

During the past year, seventy-two students have attended performances at the Metropolitan Opera, New York City. This has been made possible through the purchase by the music department of four season tickets at the Metropolitan Opera, which in turn have been re-sold to students.

8. Music Library

This year, as in past years, music students have facilitated the work of the music library in the following ways:

A. Project by the senior music students - a subject-matter index for the following books and magazines in the library:
   (1) Music Educators National Conference Annual Book of Proceedings.
   (2) Music Teachers National Association, Annual Book of Proceedings
   (3) Music Educators Journal

B. Project by the junior music minors. "Music History up to Date" - collecting music editorials, criticisms, reviews, etc., from the New York Times, Herald Tribune and World Telegram for Music History scrapbook, 1944. This is bound and placed in the library.

C. Project by the sophomore music minors. Subject-matter index for the following magazines in the library.
   (1) Musical Quarterly
   (2) Modern Music
   (3) Musical America
   (4) The Etude
   (5) The American Music Lover

9. Record Library

The Music Department takes charge of a library of over one thousand records - including symphonies, concertos, string quartets, operas, oratorios, art songs and piano works. These records have been catalogued according to title, composer and musical form. They are used in music classes in the college and college high school and by students and Faculty in the Listening Room.

10. Music Department Recordings.

The Faculty Trio, Victor de Veritch, violin, Margaret Aue, cello, and Edna McEachern piano, have recorded the Dumky Trio by Dvorak at the Melotone Record Studio, New York City. This is the first step in recording performances by the music faculty and provides selections not available on commercial records.

II. Enrollment Data

1. Music Majors
    - Junior 1
    - Freshman 4
2. Music Minors
    - Sophomore 14
    - Junior 7
    - Senior 6
3. General Students 226
4. Extension Students 42

III. Staff

1. Edna McEachern - Music history, music theory, music education, music workshop and piano. Full time.
2. Carl F. Mueller Coll ge choir and organ. Part time.
3. Emil Kahn - College orchestra. Part time.
4. Victor de Veritch, Violin and music workshop, college. Part time.
5. Walter Nallin - Wood and brass wind instruments, music appreciation, college; Orchestra, college high school. Part time.
6. Robert Derick - Choral music, college high school.
7. Edison Harris, - Voice teacher, college. Part time.

IV. Courses Taught During 1944-1945

See next page.

IV. Courses Taught During 1944-1945

Title	No. of Sections	Enrollment	Instructor
Mus.100-Music Appreciation	6	226	McEachern Nallin
Mus.101-Sight Reading & Ear Training, I	1	14	McEachern
Mus.102-Sight Reading & Ear Training, II	1	12	McEachern
Mus.207-Epochs in Musical Development, I	1	14	McEachern
Mus.208-Epochs in Musical Development, II	1	12	McEachern
Mus.205-Orchestra and Band Instruments, I	1	2	DeVeritch
Mus.206-Orchestra and Band Instruments, II	1	2	Nallin
Mus.305-Instrumental Technique	1	6	Nallin
Mus.301-Choral Technique	1	5	McEachern
Mus.401-High School Music	1	6	McEachern
Mus.411-Masters of the Symphony	1	8	McEachern
Mus.407-Development of Opera	1	7	McEachern
Extension Courses			
Mus.A420-The Art Song	1	22	McEachern
Mus.A404-Modern Symphonic Forms	1	16	McEachern
Mus.A302-A Cappella Choir	1	9	Mueller

V. Studies Undertaken by the Department

1. Syllabi for teaching new courses in "The Art Song" and "Modern Symphonic Forms".
2. Music Study sheets for "DirectedListening - for use of students in Music 100, Music Appreciation."

VI. Recommendations

I wish to make the following recommendations relative to our musical offerings:

1. The maintenance of a complete music demonstration program in the College high school - this to include scheduled music classes during the school day in both Junior and Senior grades, and the usual extra-curricular music activities. Now that music is a major in the college, the maintenance of a music demonstration program in the college high school becomes imperative. It is the focal point of the music teacher training program in the college. In order to accommodate more scheduled music classes during the school day, it may become necessary to extend the school day to three-thirty o'clock for all students.

2. An organized program for recruiting music majors for Montclair - this to include (1) participation by music faculty in so-called "Career Day" programs in the high schools of the State, (2) musical programs given in high schools by representative college groups, such as the College Women's choir, orchestra and music workshop, (3) the publication of an appropriate brochure advertising the music major at Montclair State Teachers College.

3. The expansion of our instrumental program in woodwinds through (1) the school purchase of such unusual instruments, as oboe, French horn and bassoon (2) featuring these instruments in faculty concerts and (3) providing students with expert instruction on these instruments.

4. The expansion of our program of individual instruction in applied music, i.e., performance skills in voice, piano, violin,

and other instruments - this instruction to be given by staff members to students for a nominal fee. Because student funds are limited it may become necessary for the college to subsidize individual instruction in order to secure superior teachers.

5. The adoption of a policy relative to fees for individual instruction in applied music for music majors and minors and the formulation of a plan whereby all students registered for credit bearing courses in applied music shall pay the fee for such instruction in the Business Office of the college.

6. Increased facilities both in room and equipment for music practice in the college. The partition of Room C, basement, to make a Listening Room and two piano practice rooms.

Respectfully submitted

Head of the Music Department

October 15, 1945

DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

REPORT FOR THE YEAR 1944-1945

The courses of the department during the year 1944-1945 followed the plan of former years. An increase in the number of women enrolled necessitated some adjustments, but the interest and response of the students continued to be satisfactory.

The courses are organized under four main headings:

1. The required courses for Freshmen and Sophomores
2. The courses for those electing to minor in Physical Education
3. The extra-curricular activities of the College organized under the Women's Athletic Association
4. The College High School, which includes both required work and the voluntary Girls' Athletic Association

1. In the required classes for Freshmen and Sophomores, each student is assigned to one hour of activity and chooses one that offers greater opportunity for specializing. The group that is offered for choice includes team sports, dancing, and as wide a choice as possible of dual and individual sports, such as tennis, archery, badminton and deck tennis. This plan of election has been very popular and has offered an opportunity for the students to gain some degree of proficiency in a sport particularly useful in after-college life.

The number of students enrolled in this required work is as follows:

Class	1st Semester	2nd Semester
Freshmen	173	166
January Freshmen		22
Sophomores	173	162
Upper Classmen	25	20

2. The following courses are offered for students who minor in Physical Education:

P.E.W. 201A,202A	Organization of Athletic Activities for Women
P.E.W. 201B,202B	Sports: Theory and Practice
P.E.W. 301A,302A	Dancing: Theory and Practice
P.E.W. 301B,302B	Health and Health Teaching
P.E.W. 404	Problems of Physical Education

The enrollment by classes of the Physical Education minors was as follows:

Sophomores	7	
Juniors	4 (regular)	7 (accelerated)
Seniors	7	

Because of the accelerated program it was necessary to offer P.E.W. 302A and P.E.W. 302B during the summer session. These courses were taught by Miss Margaret Sherwin, a former member of the department and now Dean of Women at the College, and Mr. Franklin Armstrong, Director of Physical Education, Montclair, New Jersey.

The Physical Education minors continue to have interesting contacts with other organizations. Several served as leaders for the recreation groups sponsored by the Montclair Recreation department, and all had the experience of refereeing games in nearby schools and clubs. All were active in our own classes and athletic clubs. We were glad to be able to supply substitute teachers on several occasions.

3. The Women's Athletic Association had a very successful year. In spite of the demands on students to take outside jobs, the numbers participating in sports was gratifying. The war-time restrictions made it impossible to have the customary sports days with sister colleges, but we hope that these pleasant associations may be resumed at an early date. Approximately 250 girls participated in the program.

On the resignation of Dr. Margaret Clark, Mrs. Gladys Gogle Pratt was appointed to the position. Mrs. Pratt shared in the college program, and was in charge of the high school.

4. The high school classes meet twice a week; the program includes games, sports, rhythms, dancing and individual sports. The enrollment was as follows:

High School Enrollment by Classes

7th-8th Grades	33
9th-10th Grades	30
11th-12th Grades	30

The extra-curricular activities are organized under the Junior Athletic Association and the Senior Athletic Association. Twenty-two members of the Junior A. A. won athletic awards; in the Senior A. A., 20 won awards in field hockey, 24 in basketball and 18 in softball.

Recommendations:

Because of the increased number of women registered in the college, it would be desirable to appoint an additional instructor in the Women's department. The present program is hampered and future growth will require a larger staff.

I hope that the question of credit for physical education can be kept open. I feel that the courses are worthy of credit, and that in this way physical education would be more fully recognized as a part of the college curriculum.

The physical education program is growing and there is a great need for increased indoor space. I would also like to recommend that the partially constructed tennis courts be completed, and that the old courts be reconditioned so that they may be used.

SCIENCE DEPARTMENT

ANNUAL REPORT

1944-1945

I. Recent Developments in Science Education

A. The last year of World War II has emphasized again the need this college has of a new science building with adequate floor space and modern laboratories for instruction in biology, chemistry, physics, aviation, and other rapidly developing fields of science.

B. The serious shortage of men who are candidates for training as high school science teachers continues with little prospect of improvement in the near future.

C. The enrollment in science courses during 1944 - 1945 has been made up, almost entirely, of women. The prospects now are that this majority will be increased further during 1945 - 1946.

D. The importance of more science instruction of a greatly improved quality for high school students, as a matter of general education, has reached its maximum emphasis with the development of atomic bombs for war purposes.

E. The four credits of required college science for the general education of teachers are now less adequate preparation for high school teachers of English, social studies, mathematics, languages, music, and business than ever before. If this minimum requirement is to be continued by the college at least three years of high school science should be required for admission.

II. Enrollment in College Science Courses and Demonstration School Classes, 1944 - 1945

In the tables of data that follow will be found the course titles and enrollments for:

A. Biology courses for the fall and spring semesters of 1944-1945 and the summer quarter of 1945.

B. Required biology courses for freshmen for the fall and Spring semesters of 1944-1945.

C. Chemistry courses for the fall and spring semester of 1944-1945 and the summer quarter of 1945.

D. Physics courses for the fall and spring semesters of 1944-1945 and the summer quarter of 1945.

E. Summary of courses taught by the Head of the Science Department, 1944-1945.

F. Summary of science courses given in the College High School, 1944-1945.

SUMMARY OF BIOLOGY COURSES. 1944-1945

I. Enrollment in Fall Semester, 1944

COURSE	NUMBER	TITLE	CREDIT	Enrollment MAJORS	Enrollment MINORS	TOTAL
Biology	101	Botany	4			38
Biology	201	General Zoology	4			25
Biology	412	Anatomy	4			11

II. Enrollment in SPring Semester, 1945

COURSE	NUMBER	TITLE	CREDIT	Enrollment MAJORS	Enrollment MINORS	TOTAL
Biology	102	Botany	4			32
Biology	202	General Zoology	4			20
Biology	409	Human Physiology	4			7

III. Enrollment in Summer Quarter, 1945

COURSE	NUMBER	TITLE	CREDIT	Enrollment MAJORS	Enrollment MINORS	TOTAL
Biology	501	The Teaching of Biology	3	5	0	5
Biology	409	Human Physiology	4			6

SUMMARY OF REQUIRED BIOLOGY COURSES, 1944-1945

I. Enrollment in Fall Semester, 1944

COURSE	NUMBER	TITLE	CREDIT	Enrollment MAJORS	 MINORS	TOTAL
Science	100B	The Biological Sciences	4			28
Science	100B	The Biological Sciences	4			23

II. Enrollment in Spring Semester, 1945

COURSE	NUMBER	TITLE	CREDIT	Enrollment MAJORS	 MINORS	TOTAL
Science	100B	The Biological Sciences	4	2	4	28
Science	100D	The Biological Sciences	4	2	3	28

SUMMARY OF CHEMISTRY COURSES. 1944-1945

I. Enrollment in Fall Semester, 1944

COURSE	NUMBER	TITLE	CREDIT	Enrollment MAJORS	MINORS	TOTAL
Chemistry	101	General College Chemistry	4	17	10	27
Chemistry	202	Analytical Chemistry	4	16	5	21
Chemistry	405	Organic Chemistry	4	10	5	15

II. Enrollment in Spring Semester, 1945

COURSE	NUMBER	TITLE	CREDIT	Enrollment MAJORS	MINORS	TOTAL
Chemistry	102	General College Chemistry	4	14	10	24
Chemistry	203	Analytical Chemistry	4	12	6	18
Chemistry	406	Organic Chemistry	4	6	2	8

III. Enrollment in Summer Quarter, 1945

COURSE	NUMBER	TITLE	CREDIT	Enrollment MAJORS	MINORS	TOTAL
Chemistry	405	Organic Chemistry	4	4	7	11
Chemistry	406	Organic Chemistry	4	3	8	11
Chemistry	509A	Advanced Inorganic Chemistry	2	1	3	4

180

SUMMARY OF PHYSICS COURSES. 1944-1945

I. Enrollment in Fall Semester, 1944

COURSE	NUMBER	TITLE	CREDIT	Enrollment MAJORS	MINORS	TOTAL
Physics	402	Advanced Electricity	4	5	3	8
Physics	101	General Physics	4	8	7	15
Physics	100A	Physical Science	4	7	7	23

II. Enrollment in Spring Semester, 1945

COURSE	NUMBER	TITLE	CREDIT	Enrollment MAJORS	MINORS	TOTAL
Physics	304	Introduction to Photography	4	3	5	8
Physics	102	General Physics	4	8	8	16
Science	100A	Survey of Physical Science	4	24	0	24

III. Enrollment in Summer Quarter, 1945

COURSE	NUMBER	TITLE	CREDIT	Enrollment MAJORS	MINORS	TOTAL
Physics	101	General Physics	4	6	4	10
Physics	102	General Physics	4	2	5	7
Physics	304	Introduction to Photography	2	6	4	10

SUMMARY OF COURSES, HEAD OF DEPARTMENT

1944 - 1945

I. Enrollment in Fall Semester, 1944

COURSE	NUMBER	TITLE	CREDIT	TOTAL ENROLLMENT
Science	100A	The Physical Sciences	4	56
Science	401	The Teaching of Science	3	8
Physics	12	Physics	6	17

II. Enrollment in Spring Semester, 1945

COURSE	NUMBER	TITLE	CREDIT	TOTAL ENROLLMENT
Science	100A	The Physical Sciences	4	46
Science	404	Problems of Science Teaching	2	5
Physics	12	Physics	6	17

SUMMARY OF SCIENCE COURSES, 1944-1945

COLLEGE HIGH SCHOOL

I. Enrollment in Fall Semester, 1944

COURSE	NUMBER	TITLE	TOTAL ENROLLMENT
Science	7	General Science	28
Science	8	General Science	32
Science	9	General Science	16
Biology	10	Biology	25
Chemistry	11	Chemistry	24
Physics	12	Physics	17

II. Enrollment in Spring Semester, 1945

COURSE	NUMBER	TITLE	TOTAL ENROLLMENT
Science	7	General Science	28
Science	8	General Science	32
Science	9	General Science	16
Biology	10	Biology	25
Chemistry	11	Chemistry	24
Physics	12	Physics	17

III. Faculty of Science Department, 1944 - 1945

During the last year of World War II there were no resignations or new appointments in the Science Department.

The faculty consists of the following:

Earl R. Glenn, Professor of Physics and Head of Science Department

Charles E. Hadley, Associate Professor of Biology

Rufus D. Reed, Associate Professor of Chemistry

Kenneth O. Smith, Assistant Professor of Science

Ethel J. Ramsden, Instructor in Biology

Sarah B. Ransom, Instructor in Science.

IV. RECOMMENDATIONS

In this report recommendations are made to enlarge the science training program to include a minor in the field of aviation:

A. To do this the following courses are suggested to constitute the minimum program for such a minor.

PHYSICS 407. Aviation	Credit: 4 semester hours
PHYSICS 408. Aeronautics: Flight Instruction	Credit: 4 semester hours
MATHEMATICS 430. Avigation and Navigation	Credit: 2 semester hours
PHYSICS 409. Introduction to Radio Communication	Credit: 4 semester hours
GEOGRAPHY 417. Meteorology with Applications to Aviation	Credit: 2 semester hours
SCIENCE 401D. The Teaching of Aviation in Secondary Schools	Credit: 2 semester hours

All of these courses have been given, from time to time, by the college except Science 401D, and part of this outline was developed in the courses given some years ago for the Civil Aeronautics Administration to prepare high school teachers to deal with pre-flight aviation. If authority is granted to develop Science 401D then all of these course proposals for a minor in aviation would be completed and only one additional catalog statement would be required.

B. To develop these courses effectively equipment and special apparatus will be needed and most of these items should be available from the Reconstruction Finance Corporation--Office of Surplus Property--Educational Disposal Section.

C. A building is needed on the back campus to store several small airplanes and related teaching equipment for this program of aviation education. The most appropriate type of building that I have seen that can be constructed at low cost is to be found at the Airport, Blairstown, New Jersey.

D. And finally a new instructor is needed in the Science Department who has had extensive aviation experience in the Army or Navy to carry the primary responsibility for:

1. PHYSICS 407. Aviation Credit: 4 semester hours
2. PHYSICS 408. Aeronautics: Flight Instruction Credit: 4 semester hours
3. SCIENCE 401D. The Teaching of Aviation in Secondary Schools Credit: 2 semester hours

E. A brief outline of the courses involved in this program will be found in the six statements given below. In order to provide opportunity for flight instruction to accompany Physics 407 and Physics 408 some plan must be worked out to establish working agreements with one or more flight schools at local airports which schools have been approved by the New Jersey State Board of Education and the Civil Aeronautics Board.

PHYSICS 407. Aviation

This course treats types of airplanes, structures, motions of a plane, stability, lift, drag, principles of flying, engines, speed, power, physics of flight, and airplane performance. At least twelve hours of flight instruction should precede or parallel this course. Prerequisites: General College physics and adequate college training in mathematics.

Credit: 4 semester hours

PHYSICS 408. Aeronautics: Flight Instruction

This course treats navigation, meteorology, air traffic rules, and pilot certification. Not less than thirty hours of solo flying must precede or accompany this course. Credit is granted when the student receives a private pilot's certificate from the Civil Aeronautics Board.

Credit: 4 semester hours

MATHEMATICS 430. Practical Avigation and Navigation

Beginning with a graphical solution of important navigation problems, this course introduces such topics as map projections, use of instruments, piloting, dead reckoning, radio navigation, and celestial navigation.

Credit: 2 semester hours

PHYSICS 409. Introduction to Radio Communication

This course deals with direct and alternating current circuits; construction and operation of detectors; characteristics of audio and radio frequency amplifiers; vacuum tubes; and two-way communication in aviation.

Credit: 4 semester hours

GEOGRAPHY 417. Meteorology with Applications to Aviation

This course constitutes a study of the atmosphere, the sources of atmospheric heat, the temperature variations and their relation to the weather phenomena. Emphasis is placed on the nature of the large scale wind systems, air masses and fronts, and upon rainfall distribution. Special phenomena such as thunderstorms, fog, and ice accretion, which affect the operation of aircraft, are treated, and the uses of meteorological instruments are explained.

Credit: 2 semester hours

SCIENCE 401D. The Teaching of Aviation in Secondary Schools

This course deals with texts, bulletins, demonstration, equipment, tests, working models, visual aids, and reference works needed to teach aerodynamics, aircraft engines, meteorology, navigation and aircraft communication in high schools.

Credit: 2 semester hours

ANNUAL REPORT
OF THE
SOCIAL STUDIES DEPARTMENT

1944-1945

DEVELOPMENT AND TRENDS

Living democratically with one's fellows has come to be a world wide enterprise. Training students in this expanded way of life has come to be the major concern in our social studies programs. Those who are being trained to go into the public schools and direct those programs must be more broadly prepared. Specialization in one phase of the social studies must give way to a comprehension of all of the social studies. Mastery of detailed bits of subject matter must yield ground to broad thinking and doing. Efficiency of method must yield to the achievement of practical objectives. What is to be studied must be determined by present and future outlook.

The Social Studies Department took cognizance of these developments and devoted considerable attention during this year to a study of its present curricular requirements for social studies majors and minors. Surveys were made of the courses now being offered and of those being considered for introduction in our junior and senior high schools. These likewise indicated that we should give serious consideration to making our teachers college offerings less intensive in content, but more extensive in scope.

The reduction of our required courses in European History and American History, now taught in the Freshman and Sophomore years respectively, from four to three hour-per-week courses with a credit of six instead of eight semester hours has been strongly considered.

An increase in the number of required courses in Sociology, Political Science and Economics, so as to provide for a total of thirty semester hours in the four college years, has been generally recommended. The department feels that these changes would provide our majors with a broader preparation for their teaching in the expanding social studies area of secondary education.

At the same time, to provide for any students who may wish to extend their preparation in social studies to the specialized fields of history, a minor in History has been considered. Its requirements would include courses in Far Eastern Affairs, Latin American Affairs, Ancient and Medieval History, International Relations, and specific periods of development in American and European History.

To allow our students more opportunity to elect courses in other departments, it has been considered feasible to favor a reduction in the requirements for social studies majors. Therefore, they should not have to take the cultural background courses offered by the social studies staff in the Sophomore year in addition to the six semester hours they would be required to take in each of the three fields of Economics, Political Science and Sociology. The determination of what these offerings should contain will occupy the department's attention during the coming year.

ENROLLMENT OF STUDENTS

Social Studies majors (undergraduate) minors

Seniors	28	15
Juniors	37	19
Sophomores	40	18
Regular Freshmen	42	15
Intermediate Freshmen	11	4
Part-Time & Extension	42	12
Total	200	83

Social Studies majors (graduate)

Active	39
In Service	22
New Applicants	7
Total	68

31 majors received the A.B. degree during 1944-1945

COURSES TAUGHT IN SOCIAL STUDIES

Summer Session — 1944

100B	Civilization and Citizenship, Part II
101A	European History from 1492 to 1713
101B	European History from 1713 to 1815
200A	Contemporary Economic Life
201B	American History from 1789 to 1860
301A	Economics I
301B	Economics II
401	Teaching the Social Studies in the Secondary School
402A	American Government
402B	Comparative Government
407	New Jersey State and Local Government
420A	European Outlook, Part I
420B	European Outlook, Part II
426A	Medieval History to 1200
426B	Medieval History, 1200 to 1498
428	Racial Contributions to American Life
433	American Political Thought
437	The Political Party System of the United States
442	The Far East
450A	Applied Economics, Part I
451	The Middle East
454	Post-War Economic Reconstruction
499	Institute and Workshop on China

This Institute and Workshop on China was conducted as a joint effort of the Montclair Teachers College and a picked group of local educators and lay people. It operated for five hours a day from June 26 to July 8 and consisted of lectures, round tables and workshop sessions. It was

directed by Dr. B. A. Liu, well-known Chinese educator and Assistant Director of the Speakers' Bureau of the Chinese News Service. All lecture and discussion leaders who participated were native Chinese who were well qualified to handle the topics. The planning and supervision of the course, as well as the grading of papers and granting of credit, was handled for the college by members of the social studies department.

Regular Session — Fall, 1944

100A	Civilization and Citizenship (6 sections)
101	European History from 1492 to 1815 (2 sections)
200A	Contemporary Economic Life (3 sections)
200B	Contemporary Political Life (3 sections)
200C	Contemporary Social Life (3 sections)
201	American History from 1492 to 1860 (2 sections)
301	Economics (2 sections)
401	Teaching the Social Studies in the Secondary School
402	American and Comparative Government
407	New Jersey State and Local Government
427	Ancient History
439	The Family and Its Problems

Part-Time and Extension — Fall, 1944

407	New Jersey State and Local Government
420A	European Outlook, Part I
440A	Development of Central and South America, Part I
454	Post-War Economic Reconstruction
502	Origin and Development of the American Constitution

Regular Session — Spring, 1945

100B	Civilization and Citizenship (7 sections)
102	European History from 1815 to Present (2 sections)
200A	Contemporary Economic Life (3 sections)
200B	Contemporary Political Life (3 sections)
200C	Contemporary Social Life (3 sections)
202	American History from 1860 to Present (2 sections)
404	Philosophy of History
426A	Medieval History to 1200
428	Racial Contributions to American Life
429	Present-Day Social Problems
433	American Political Thought

Part-Time and Extension — Spring, 1945

402B	Comparative Government
420B	European Outlook, Part II
440B	Development of Central and South America, Part II
448	The British Empire in the Present Crisis
455	Social Legislation

192

SOCIAL STUDIES STAFF

Professor W. Harry Snyder, Ph.D., Head of Department
Associate Professor Elwyn C. Gage, Ph.D.
Associate Professor Edgar C. Bye, A.M.
Associate Professor John J. Rellahan, A.M.
Associate Professor Felix Wittmer, Ph.D.
Assistant Professor Avaline Folsom, Ph.D.
Assistant Professor Eugene P. Link, Ph.D.

Dr. Link joined the department at the beginning of the fall semester, September, 1944. He came to us from Winthrop College, Rock Hill, South Carolina, where he was head of the department of sociology. He received the doctorate degree at Teachers College, Columbia University by majoring in the field of American Social Problems.

During the year, regular staff members taught in the College High School as follows:

Grade Seven - Dr. Link
Grade Eight - Dr. Folsom
Grade Nine - Dr. Snyder
Grade Ten - Dr. Wittmer
Grade Eleven - Dr. Gage
Grade Twelve - Mr. Bye and Mr. Rellahan

STUDIES UNDERTAKEN BY THE DEPARTMENT

Dr. Elwyn C. Gage

Reading Lists to accompany the units of study now contained in Social Studies 100A and 100B, Civilization and Citizenship.

Professor Edgar C. Bye

1. Course of Study on the History of Political Thought stressing the theories of major political philosophers.
2. Course of Study on American History proposed for the two years of teaching in that field now prescribed by State law for all high school students.

Professor John J. Rellahan

Courses of Study for new offerings on Social Legislation and The Development of Economic Institutions and Ideas.

Dr. Felix Wittmer

Manuscript for publication devoted to the Principles of Democracy and stressing the foundations and traditions of our American way of life.

Dr. Avaline Folsom

Teacher's Outline Guide for the period of European History since the First World War.

193

Dr. Eugene P. Link

Article for publication entitled "A New Interpretation of Citizen Genet and His Visit to the United States".

Dr. W. Harry Snyder

1. Article for publication on "Why Teach Latin American History?" (Education, April, 1945)
2. Unit of work for the secondary school entitled "Brazil, Our Valuable American Ally".

RECOMMENDATIONS

Regarding physical equipment, I recommend that the blackboards in the front of rooms 20 and 21 be refinished or replaced as the gloss that has developed upon them greatly interferes with their use.

The purchase of a radio and opaque projector for use in the department should be considered imperative as soon as instruments of quality are available.

Regarding personnel, I recommend the employment of a permanent and qualified secretary for the department in order that the routine duties connected with filing, correspondence and record keeping be more efficiently and economically handled.

Regarding curriculum, I recommend that renewed attention be given to our cultural background requirement in the Freshmen and Sophomore years so that the offerings of all departments involved may be better integrated.

With the termination of the war and the availability of the means of transportation, the Metropolitan Field Trip Course, Social Studies 302, should be reinstated in the second semester of the Junior year as a requirement for all social studies majors. Transcontinental and sectional field trips should also be offered as before the war.

Respectfully submitted,

W. Harry Snyder

W. Harry Snyder, Head,
Department of Social Studies

PERSONNEL OFFICE REPORT
1944-1945

Outline of Responsibilities

Freshmen Orientation

Advisory Program

Counselling and Conferences
- Returning Veterans
- Student Employment
- Scholastic and Personal Difficulties

Testing
- Freshmen
- Sophomore
- Seniors

Records
- Personal Information
- Health Summary
- Scholastic Summary
- Test
- Student Activity
- Student College Employment
- State Scholarship Students
- State Rehabilitation Students
- Veterans Administration
- Alumni in Military Service

Services
- Photostat
- Addressograph
- Employment Inquiries
- Men in Service

Alumni Association
- File
- Meetings
- Activities

PERSONNEL OFFICE REPORT
1944-1945

Freshmen Orientation

This week of activity is scheduled by the Personnel Office and consists of

Orientation of students into immediate responsibilities
Organization of routine activities of
  Registration
  Medical Examinations
  Testing
  Identification Pictures

College Advisory Program

The mutual response and cooperation of students and faculty advisors has been through the year increasingly evident.

The present plan of scheduled meetings each six weeks and group advisory activities continueing through the fourth or senior year has brought us to face two difficulties: (1) increased number of students in the advisory groups and (2) the problem of having a sufficient number of suitable meeting places.

The Student Welfare Committee, acting independently of the Personnel Office, has worked earnestly to improve many aspects of the entire program.

During the year there have been thirty three faculty advisors and thirty six advisory groups. Most every advisor has met with his group one or more times in addition to the scheduled meetings.

In my opinion, it would be highly desirable for the group advisors of each class to meet for the purpose of evaluating their work and reviewing the "Outline of Guidance Policy" and making recommendations for its revision.

Counselling and Conferences

Returning Veterans. This year twelve veterans were enrolled in the regular session: six freshmen, one sophomore, two juniors, two seniors and one graduate student. Four entered under the provisions of Public Law #16 and eight under the G.I. Bill of Rights. These students have difficulties which are real but none has felt that readjustment is difficult. Their average scholastic record is slightly below the average of the entire student body.

Service men. Former students returning to the campus are concerned about their future plans. Most of the alumni, who will be returning to teaching positions, say they intend doing further College work. Undergraduates are intending to continue with college work. However, many will be changing from teaching to other professions. It might be well for the College through its departments to keep in contact with these undergraduates. The following table shows the college status of our undergraduates at the time they entered the military service.

COLLEGE STATUS OF MONTCLAIR UNDERGRADUATES AT TIME OF ENTERING U.S. MILITARY SERVICE

	Freshmen	Sophomores	Juniors	Seniors	Total
Men	72	69	29	5	175
Women	0	2	4	1	7
Total	72	71	33	6	182

Student Employment. The State Work Scholarships have furnished financial assistance to 105 individuals. As many more students have outside employment ranging from a few hours per week to full time employment. The increased rate of pay for work on the campus has not produced the desired results. Russ Dining Room student service was improved slightly. With the diminishment of off-campus employment, this work may become more desirable.

Scholastic Difficulties. Problems of this nature have been referred to student advisors, instructors, heads of departments, and the Dean of Instruction.

Testing

Freshman Applicants. Tests have been given in September, 1944 (27), in January (45), May (233) and August, 1945 (23). Of a total number of 328 who took the entrance examinations, 318 were accepted and 278 were enrolled. The applicants taking the examinations in 1944-1945 as judged by their high school ranks are of the same quality as those accepted in 1943-1944. Those taking the tests in May are better than those taking the tests at other times during this same year. The following tabulation shows the high school rank of the students accepted.

HIGH SCHOOL RANK OF STUDENTS ACCEPTED FOR ENTRANCE, 1944-1945

	Frequency					% Having Designated Rank				
	Sept.	Jan.	May	Aug.	Total	Sept.	Jan.	May	Aug.	Total
100	1	2	10		13	4	4	4		4
99			3					5		5
90-98	2	11	54	2	69	10	29	28	8	26
75-89	7	15	102	4	128	38	62	72	26	65
50-74	9	12	45	10	76	70	89	91	69	89
25-49	5	3	15	7	30	88	93	98	100	98
-24	3	2	4		9					

Sophomore Testing Program. One hundred seventy nine Montclair sophomores took the Cooperative Tests in March. The results were encouraging in that they were better than those made by either of the two preceding classes. The condensed data presented in the tables indicate that the mean score of Montclair sophomores on each of the three tests, English, Current Affairs, and General Culture, excelled the National Cooperative Sophomore norm, and that Montclair students, as measured by these tests, do best in Current Affairs and poorest in English.

COMPARISON OF MEAN SCORES
Cooperative Testing Program, March 1945

	Tests		
	English	Current Affairs	General Culture
Mean, National Cooperative Sophomore Tests	58.6	62.1	160
Mean, Montclair Sophomores	63.2	92.3	199.6
Percentile position (Nat'l Norm) of the Median Score of Montclair Sophomores	70	80	77
Per cent of Montclair Sophomores exceeding the mean of the National Norms	67	86	85

COMPARISON OF SOPHOMORE CLASS 1945
AND FORMER SOPHOMORE CLASSES
Cooperative Test Data

Year	Per Cent of Students Making Scores Above the Mean of the Norm			Percentile Position ofMean of Montclair Scores in Relation to the Norm		
	English	Current Affairs	General Culture	English	Current Affairs	General Culture
1936	92	92		83	90	
1937	87	92		75	90	
1938	92	94	91	82	91	90
1939				81	90	
1940	78	88	89	78	91	90
1941	78	86	89	80	84	90
1942	78	85	87	72	78	82
1943	70		82	64		78
1944	65	77	77			
1945	67	86	85	70	80	77

National Teacher Examinations. Sixty seven seniors took these examinations this past year. Although this number is approximately one-half the class, those taking the test were representative of the whole class. That is, the point average for those taking the test was the same as the scholastic average for the class. From the tables it may be noted that 95 per cent of the students taking tests in their major subjects made scores above the mean for National Teacher Examination Candidates, while only 62 per cent of those taking the test in their minor subject made a score above the mean. There were few outstanding sets of scores; the best was that of a student who made scores which ranked superior on both his major and minor subjects and on nine of the eleven general tests. Roughly, 65 per cent made scores above the average for National Teacher Examination candidates on the general examinations.

NUMBER OF STUDENTS EQUALING OR EXCELLING DESIGNATED
NORMS ON PARTICULAR TESTS (67 Seniors)
National Teacher Examination 1945.

	Test Numbers *											
	1	2	3	4	5	6	7	8	9	10	11	12
Exceptional 80-100 %ile	4	2	2		1	6	4	4	10			
Superior 70-79 %ile	15	16	17	13	11	15	12	11	17	16	15	10
Average N.T.E. Candidates 60-69 %ile	40	50	38	35	32	45	28	39	34	41	40	42
Average Unselected 50-59 %ile	59	61	56	54	49	61	51	59	54	63	57	61
Below Average	4	2	7	9	14	2	12	4	9	3	6	1

Test #1 Reasoning
" #2 English Composition
" #3 English Expression
" #4 Current Social Problems
" #5 Social Studies
" #6 Literature

Test #7 Science
" #8 Fine Arts
" #9 Mathematics
" #10 Professional Information
" #11 Contemporary Affairs
" #12 Total, Examinations

NUMBER OF STUDENTS EQUALING OR EXCELLING DESIGNATED NORMS ON SPECIFIED NUMBER OF TESTS (67 Seniors)
National Teacher Examinations 1945

	Number of Tests											
	1	2	3	4	5	6	7	8	9	10	11	12
Exceptional	15	3	2	1								
Superior	48	37	25	16	13	9		5	1			
Average N.T.E. Candidates	64	62	57	52	49	43	37	33	27	21	11	6
Average Unselected	67	64	—	—	63	62	—	61	60	56	43	30
Below Average	34	21	8	4			2			1		

COMPARISONS OF RATINGS (expressed in Percentages) MADE BY SENIORS IN MAJOR AND MINOR SUBJECTS FOR THE YEARS 1945, 1944, 1943, and 1942

	Major Subjects				Minor Subjects			
	1945	1944	1943	1942	1945	1944	1943	1942
Number Taking Tests	67	49	68	117	37	18	45	82
Exceptional 80-100 percentile	12	22	15	21	3		2	6
Superior 70-79 percentile	56	49	58	70	19	32	14	30
Average, National Teacher Examination Candidates, 60-69%ile	95	89	80	97	62	74	59	80
Average, Unselected Individuals, 50-59 percentile	100	100	96	100	97	95	86	100
Below Average			4		3	5	14	

Records

The following records furnish the basic information for much of the service of the Personnel Office: Personal Information, Health Summary, Scholastic Summary, Test, Student Activity, Alumni in Service, Student Employment, State Scholarship Students, and Veterans.

* * * * * *

STUDENT FINANCIAL ASSISTANCE
1944-1945

Type	Number of Students	Value	
Scholarships			$6440000
State	66	$6100.	
Russ	1	100.	
Howe	2	240.	
State Work Scholarship	105		4824,17
Dining Room Service	49		3870.15
Laboratory Assistants	8		745.00
Student Office Assistants	5		243.75
Mimeographing	5		336.00
Office and Miscellaneous	27		446.57
Total	151		$16,905.64

STATE SCHOLARSHIP AWARDS

Class Entering	Class Enrolment	Awards Valid	Cancellations		Awards to be Made
			Low Record	Withdrawal	
1941		(6)			
1942	108	14	1	1	0
1943	176	18	4	2	0
1944	214	12	3	4	(9) 5
Jan. 1945	26	3	0	1	0
	524	47	8	8	5

ALUMNI ENTERING UNITED STATES MILITARY SERVICE
Years of Graduation

	Graduates of the classes of 19-													
	33	34	35	36	37	38	39	40	41	42	43	44	45	Total
Graduate School														
Men	1			1	1	1	1	2	4	2				13
Women							1				1			2
Undergraduate School														
Men	20	10	12	31	33	25	39	49	40	59	64	2		385
Women	17	2	5	2	3	5	7	7	7	4	9	4	1	73

UNDERGRADUATES ENTERING UNITED STATES MILITARY SERVICES 1941-1945
College Classification at Date of Entrance

	Freshmen	Sophomores	Juniors	Seniors	Total
Men	72	69	29	5	175
Women	0	2	4	1	7
Total	72	71	33	6	182

MONTCLAIR MEN AND WOMEN WHO HAVE ENTERED UNITED STATES MILITARY SERVICE (September 1945)

	Alumni			Undergraduates			Faculty	Total
	Masters	Bachelors	Total	Grad. Sch.	Under grad. Sch.	Total		
Men	13	385	398	14	175	189	6	593
Women	2	73	75	3	7	10		85
Total			473			199		678

Honorable Discharge 13 Killed in Service 17

Veterans and Veterans Administration

This office aids the Veterans and the Veterans Administration with the routine necessary for a Veteran's entry as a student in theCollege. This procedure may be explained briefly by the chart which lists the types of records and their uses.

RECORDS OF A VETERAN WHO ENTERS COLLEGE

Source	Type of Information	Destination
1. Personnel Office	Letter of Acceptance	Veterans Administration
2. Veteran	a. Service Record	Veterans Administration Veteran Personnel Office
	b. Transcripts	Registrar's Office
	c, Certificates, Etc.	Veterans Administration
3. Personnel Office	Notice of Acceptance	Business Office College Supply Store
4. Veterans Administration	Letter of Eligibility	Veteran Personnel Office Business Office Registrar's Office
5. Personnel Office	Statement of Costs and Expenses	Business Office College Supply Store Veterans Administration
6. Registrar's Office	Program of Study, Weekly Schedule	Veterans Administration
7. Personnel Office	Monthly Report, P.L.#16 Attendance and Achievement Term Report, P.L. #346	Veterans Administration

Vinal

ANNUAL REPORT OF THE SUMMER, PART-TIME, AND EXTENSION DIVISION---June 30, 1945

It has seemed to me wise at this time to glance back over the work of this Division for the past fifteen years to trace the changes that have been at work in its development.

In 1929, while the depression was beginning, its results had not yet become apparent in our public schools. Teachers were still being offered increments in pay for further study. The State was giving its tuition free to teachers taking courses both in the regular academic year and through this Division of the college. This was the only teachers college in this part of the State that offered a degree.

The consequence was that those who desired to enroll in our courses were legion. At no cost to themselves other than transportation and books, teachers could take work which entitled them to additional pay the following year. In order to keep the enrollment in a course down to 60, it became necessary to limit the enrollees to those already teaching in secondary schools, those matriculated for a degree in secondary education or a certificate in secondary education, and those teaching in upper grades which might develop into a junior high school curriculum. This caused some students to matriculate for the A.B. degree at this college whose real interest lay in the field of elementary education and who, as soon as the B.S. degree was offered at Newark, Jersey City and Paterson, immediately transferred to those colleges. Some of them have continued to this day matriculated at Montclair for the A.B. degree, but seldom or never coming to take courses.

While there had been a good many teachers in New Jersey secondary schools who did not hold a bachelor's degree and who were eager to obtain one, this condition soon altered under the new regulations requiring the degree and the demand for graduate work became very marked. Accordingly, in the Summer Session of 1932, Montclair was permitted to offer graduate credit for some of the courses offered. At the same time, tuition fees were inaugurated. Naturally, the very high numbers in classes no longer obtained.

By 1933, the effect of the depression was very apparent. Boards of Education not only had ceased to offer increments for study, but had in some cases reduced salaries. It will be interesting to make a few comparisons:

Individual Students in Attendance
Summer Sessions

1930	1931	1932	1933	1934	1935	1936	1937	1938	1939
291	455	383	420*	371*	634*	540	572	597	601

* These figures include students who took the Elementary Education courses placed on our campus by the State Teachers College at Newark. No attempt was made until the summer of 1935 to indicate how many took courses exclusively in each field. That summer's data show 150 in Elementary Education, 395 in Secondary Education and 89 who took courses in both fields. In 1936, Newark began offering its courses in summer on its own campus. It is evident, however, that the summers of 1932, 1933, 1934, and 1935, all fell below the summer of 1931, so far as Montclair's own students were concerned. From 1936 onward, growth was evident. People had adjusted themselves to living in a depression and were attempting to get higher degrees in the

hope of receiving promotions to better-paid positions and of possible salary increments in their then positions as soon as the depression should be over. The following summers show:

1940	1941	1942	1943	1944	~~XXXX~~
503	442	248	182	242	

The drop from 1939 to 1940 was due, I have no doubt, to the fact that already opportunities were presenting themselves for well-paid summer work and which attracted men especially away from study and into other fields at a time when incomes were still depression incomes. There was a further drop in 1941, a larger decrease in 1942, when we were ourselves in the war, and we reached the nadir of enrollment in the summer of 1943.

The trend last summer started upward and I expect an increase in enrollment this summer. When the war is over, I expect many men and women to return to complete work for the A.M. degree.

During the Summer Session, students enrolled fall into the following groups:

- Candidates for the A.B. degree
- Candidates for the A.M. degree
- Candidates who hold one or more degrees but who desire a teaching or administrative certificate
- Students who take work for credit, not because they need it for a degree but because they desire to offer it as evidence of further study for professional or financial gain
- Students who either already have two degrees and no desire for additional credit or who hold no degree and have no intention of ever working to obtain one; these take work for no credit simply for the joy of study in a favorite field
- Students matriculated at other colleges throughout the United States, but who are at home in New Jersey during the summer and who take work for the following reasons:
    1. To obtain credit for work which they have failed in during the preceding year. For these, the call is most often for freshman composition or freshman mathematics.
    2. To begin taking work twoard a New Jersey Secondary Certificate, while still an undergraduate, thus leaving a minimum of such courses to be completed after graduation.
- Students preparing to enter professions other than teaching, such as nursing, who are eager to take certain prerequisite courses. For the past few summers, the demand for Freshman Chemistry for prospective nurses has been marked, but this peak has now probably been reached and will be neglible once the war is over and fewer nurses required.

During the Summer Session, there is no reason why one who is earnestly striving to obtain a degree cannot attend courses on our campus. The cost of living in a college residence hall is only slightly higher than to remain at home and the difference can be reckoned in the cost of transportation saved; while the opportunity to make full use of the library is a tremendous advantage. It seems to me, therefore, that we might

very well do two things hereafter:

1. Offer a full program of courses to meet each of the needs shown above.
2. Make a real effort to interest students who find it difficult to commute in the idea of living on our campus.

During the Fall and Spring, we do not have the students from other colleges attending our courses and that means the loss of from one-eighth to one-fourth of the enrollment. For exmple, in the Summer of 1938 there were 55 such students. This year, I have sent bulletins in response to request to at least that many students in other colleges, and about 15 are attending for the full Twelve Weeks.

However, to take their place, we have students matriculated at another New Jersey State Teachers College who live very close to Montclair or in Montclair and who obtain permission to take one or more courses with us for credit to be transferred. The number of such students is never large, but it is augmented by students who find it difficult to get to New York to colleges at which they are matriculated and who come to us instead.

Students matriculated at Montclair for the A.M. degree and not in attendance last fall numbered 325. Dean Messick made a canvass of these candidates and in some instances received word that the student had been unable to attend recently but hoped soon to resume work toward the degree.

It having been apparent to us for the past three years that these candidates were prevented or at least discouraged from attending by transportation difficulties: lack of gas and tires - I made a study during the fall of 1944 to determine the number of students located in the various communities. I found that 15 were living outside the State, some of them holding teaching positions, others living with husbands now serving with U.S. forces. The places ranged from Atlanta, Georgia, to Riverside, California; from Watertown, New York, to Fort Myers, Florida. We even had one student living in Puerto Rico. He came north during the spring semester, however and received his degree in May. I have no doubt that many of these fifteen, or rather, fourteen, will return to us when the war is over.

Of the students living within the State and matriculated for the A.M. degree but not enrolled last fall, it was discovered that:

They live in 96 communities
In two Communites only: Paterson, with 29, and Newark, with 47, were there enough candidates to fill a course.
In 52 of the 94 communities, only 1 candidate lived
In the other 42 communities, the range was from 2 to 12 candidates

Thus it would seem that the college must continue to offer courses on the campus, and in Newark and in Paterson, on the graduate level, to meet the needs of these A.M. candidates. It would not be possible to offer graduate courses in other places with any expectation of filling the classes.

The major fields showed the following number of candidates:

Administration and Supervision	76
English	71
Mathematics	27
Personnel and Guidance	33
Science	27
Social Studies	85

There were also 6 candidates for a degree in Foreign Languages, which is inactive at present.

Naturally, these candidates were widely scattered, yet one or two interesting facts did emerge:

Candidates in Administration and Supervision came in larger numbers from north of the college than from south of it.
Candidates in Social Studies came largely from the Newark area
Candidates in Personnel and Guidance seemed to cluster around two poles: Paterson and South Orange
Candidates in Mathematics, English, and Science seemed to be about evenly divided, north and south of the college, with a slightly larger number of Mathematics candidates in Newark and Harrison and Jersey City, perhaps.

For these reasons, I have suggested the offering of off-campus courses in English and Science at Paterson next year, and in Social Studies and Mathematics at Newark.

It might be well to consider offering a course in Personnel and Guidance in both cities another year.

There are only about 70 candidates for the A.B. degree through this Division of the college. There is no time limit set for them to complete the work for the degree as there is for the A.M. degree. Some of them matriculated years ago, before it was possible to obtain a degree at any other teachers college in this part of New Jersey. Their field of work is actually elementary education, and, with no evidence to the contrary, it is possible to presume they may already have obtained the B.S. at one of the State Teachers Colleges that offers it without so notifying this college.

I should like to suggest that Dean Messick send each of these students an inquiry similar to the one he addressed last fall to the A.M. candidates.

I should like to suggest also that all matriculated students, but A.M. and A.B. candidates, from whom no reply is received and who have not enrolled in any course since the spring of 1940 or earlier be notified that his matriculation is being cancelled, the card placed in the inactive file until the student desires to re-matriculate.

I should further like to suggest that the remaining candidates for the A.B. degree be given every possible assistance in completing the work. It might be possible for Dean Messick to arrange for them to obtain a semester's leave of absence for this purpose, during which time they could live on campus and take the courses they still lack. Also, while we continue to offer the accelerated students the undergraduate courses in summer, these A.B. candidates should be urged to make use of that opportunity for getting into undergraduate courses.

May I point out that these students have each been sent a copy of the summer session bulletin each year and also copies of the Announcements of the courses for the fall and spring semesters. About every three years, I have sent out these as first class mail, to the end that we could make certain the Announcement would either be returned to us or delivered to the student. I feel that there is need for some special impetus that I am not in position to give, which will enable the students to receive the degree. There is no doubt in my mind that, so far as the A.M. candidates are concerned, the chance to earn more money in industry, the patriotic desire to be of service in Red Cross or other services, and actual absence in the~~x~~ armed services has prevented most of the absent matriculants from attending. Some of them have found it difficult to get gas, but others have obtained it for the express purpose of coming here to take work. The

A.B. candidate, however, is another matter. There are too few of them for us to offer courses especially for them and they have found it difficult in the past to obtain the courses they lack. Then there is the matter of the lack of a time limit, which tends to make them slide along year after year, procrastinating. At NYU, this tendency has been checked by the formality known as "maintaining matriculation." It is required that each matriculant either enroll for courses at least once each year or pay a matriculation fee once each year. Thus the student's current address is known at all times and the bulletins do not go astray. If the student is not thus in touch with the university at least once each year, his matriculation is cancelled and he becomes responsible for any new requirements that may have been set up for the degree since he first matriculated. In other words, when he does come back, he must re-matriculate.

I should like to see a similar regulation in effect here.

For the Graduate students, I should like to see the following done to be of service to them:

1. Place more definite information at the head of each Department's section, concerning the amount of work required, the necessity for conferring with the Deparmtment Head, and similar information. Students turn at once to their own departments for such information, I find, and it bothers them to have to hunt through the front pages for it.

2. Indicate in connection with each graduate course the date when it will be offered: for example:
   "Offered alternate summers, beginning in 1946"
   "Offered alternate semesters in Paterson and in Newark"
   "Offered on campus every summer and every semester"(Integ. 503)
   "Offered only occasionally. Watch for it in the Announcements."

3. That it be made clear to the student when he matriculates that the graduate program is based upon the supposition that the student will attend, probably, every summer and one semester each year; or both fall and spring semesters; that he will not expect to obtain his A.M. degree solely through summer courses or solely through fall courses or solely through spring courses; in other words, that it is a year-round program and the college cannot be held responsible unless the student makes this effort to attend.

4. Have a definite date for publishing the bulletins and publish them every year on that date, so that students will know when they may expect them. We begin to get requests for the Summer Bulletin by December first or earlier. I should like to put it into the mail before the beginning of the spring semester; say on January 15. Thus the student would always know when he enrolled in the spring what he must take then and what he could wait for until the summer session. For the same reason, I should like to publish our Announcment for the following year on June 15, so that students coming to the Summer Session could prepare a full year's program in advance with their advisers.

5. We have begun the custom of maintaining office hours for the Dean and Department Heads on the Saturday preceding the opening of the fall and spring semesters. I hope we may continue this custom, so that students may know that at least on those two occasions they can be certain of finding their advisers in their offices. I have listened, as has Miss Marshall, to many complaints on this score in the past.

Now I come to a suggestion which may have no merit but which has been

so much on my mind that I feel I must mention it. It is this:

That we offer a new graduate major, in the field of International Understanding, or International Affairs, or International Relationships, or International Education.

The Purpose:

To enable high school teachers to be of service to students contemplating entering:

a. Service with the U.S. Consular or Diplomatic Corps
b. Importing and Exporting firms
c. The Merchant Marine
d. Service with the U.S. in the Allied Military Government in Germany and Japan
e. The profession of teaching a foreign language in the United States
f. The medical, dental, engineering professions to be engaged in overseas
g. Service with the United Nations many bureaus soon to be established
f. The field of Aviation and its ally, Radio

In other words, to enable high school teachers to broaden their own knowledge and interests and pass that along to their students who can profit by it.

I would suggest not only courses in the social studies but also such courses as:

WAR LANGUAGES, under a new title such as: HOW TO APPROACH A NEW LANGUAGE

A course by the Science Department on MODERN TRANSPORTATION AND COMMUNICATION

The 4.sh. course in ECONOMIC GEOGRAPHY
Music 416----MUSIC IN MODERN SOCIETY

Of the Social Studies courses, I would suggest: (now in our catalogues)

Latin - American Relations of the United States
China and the Far East
The Development of Central and South America
The Middle East
Inter-American Affairs in a Secondary School Program
The Development of Canada and Mexico
International Government
The Social Bases of Human Relations
Diplomatic History of the United States

Suggested new courses:

Western Europe and Its Problems
The Union of Soviet Socialist Republics
The British Commonwealth of Nations
The League of Arab States
The Industrialization of Backward States and its effect upon the life of their peoples.
Economic and Social Problems of India
The United Nations: Monarchy, Democracy, Socialist State United for Peace.

STATISTICAL DATA FOR THE COLLEGE YEAR OF 1944-1945: SUMMER, PART-TIME & EXTENSION

Summer Session - 1944			Fall Semester - 1944			Spring Semester - 1945		
Grads.	Undergr.	Total	Grads.	Undergr.	Total	Grads.	Undergr.	Total
122	83	205	110	64	174	117	72	189
34	3	37	41	5	46	58	7	65
156	86	242	151	69	220 *	175	79	254

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

FALL SEMESTER, 1944

Part-Time (On campus) students: 187 in 23 courses
Extension Students: 53 in two Extension Courses

SPRING SEMESTER, 1945

Part-Time students: 202 in 26 courses
Extension students: 52 in three Extension Courses

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

*I had expected at least as many as in summer and attribute the loss of enrollment to the fact that the Announcements were mailed only a few days before the opening of the fall semester.

Respectfully submitted,

Elizabeth S. Favor

Elizabeth S. Favor,
Secretary of Summer, Part-Time and
Extension Division

HECKMAN
BINDERY INC.
JUN 85
N. MANCHESTER,
INDIANA 46962